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THE SCHOOL JOURNAL

A Weekly Journal of Education

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OSSIAN LANG, Editor.

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Dr. Kuypers on American Schools and Teachers.

The fact that the salaries of teachers in the United States are generally speaking poor and in striking contrast to the enthusiasm with which public education is lauded from the platform and in periodicals, did not escape the attention of Dr. Kuypers. He points out especially the shabby treatment which teachers receive in rural communities. In the South unskilled farm labor is generally better paid than teaching. "In the rich northern states of Wisconsin and Pennsylvania, both settled largely by frugal Germans, the emoluments amount in many places to no more than \$250 annually."

On the whole teaching offers few attractions, excepting to altruists and those afflicted with the teaching mania. The inducements held out by industrial and commercial life are such that few men turn to teaching, and women abandon school work at the earliest opportunity. Men who have failed in other pursuits or who have lost in the struggle for the attainment of other ambitions find "a modest haven for their life-boat" in teaching. At any rate there is no doubt that male class teachers are a rare exception and certainly do not represent the pick of intelligence and character which by virtue of their office they should.

All the kindergartens, and about ninety-five per cent. of the pupils in the elementary schools are taught by women. Dr. Kuypers declares it to be one of the greatest defects of our schools that the education of boys is conducted almost exclusively by women. He explains, however, that the defect is not as serious as it may impress his German reader at first thought. The teacher is an American woman, freer and more independent in all respects than the German *Fraülein*.

No one has yet been able to prove that women lack the power to control boys; on the contrary, lack of disciplinary control is a point not infrequently raised against men who are teaching boys. Moreover, our boys are by nature chivalrous and appeal to them from this side meets with almost unfailing response.

All this is not reassuring to Dr. Kuypers, who regards with deep concern the predominance of purely feminine educational influences upon American boys, tho he concludes that the native love of manly sports, inherited from our Anglo-Saxon forebears forms an effective counterbalance to feminization. I quote the following thoroly German expression of view:

There is no profession of men teachers. Accordingly the country is deprived of the blessing of teachers' families in which the new generation is born into the calling, as it were, which makes preparation for the calling so easy, and activity in that calling, predetermined. However, the teacher's profession shares this lack with other occupations: physicians lawyers, and clergymen. There is no vocational tradition as yet; each must spy out right and left where to build his home.

Of course Dr. Kuypers does not know New England, or if he does he has omitted it from his con-

sideration of the educational problem in the United States at large. New England still remains a separate entity, with traditions and an old-England flavor which even the recent flood of immigration has not been able to disturb to any appreciable extent, if we except a few manufacturing centers.

Dr. Kuypers appreciates the difficulties with which our new country has had to battle. He remarks that America had only been discovered when Luther could demand compulsory education in Germany. The outlook for the future is bright. We are growing every day, growing rapidly. Many of the present defects in education are merely the natural results of the measles and whooping-cough stage. The cure is not an impossible one. Our ills are not yet deep-seated nor are they chronic.

One striking evidence of the progress that has been made Dr. Kuypers discovers in the fact that while at present only one in a hundred receives an education beyond the elementary school, the ratio was one in five hundred twenty-five years ago. While only eight per cent. of the teachers in the South hold certificates of normal preparation, there is comfort in the observation that the number of normal school students increased fifty per cent. between 1880 and 1890, and ninety-four per cent. in the twelve succeeding years. Relatively, the progress has been great.

The critic of the educational system must look upon American civilization as a whole, and in weighing the defects that are visible everywhere he should bear in mind that the progress and not the present conditions must be the basis for final judgment.

A comparison of the results attained by American schools, with those in Germany, would have little significance, owing to the differences in conditions and demands. The chief anxiety of each is to work out the problem of its own social, economic, and political life. But there are many points of contrast. The great questions of civilization are not so dissimilar after all. One country can learn from the other with profit. The difference in points of view is an advantage rather than a disadvantage. Light is thrown upon matters which, from their very familiarity, often escape the home-bred critic.

In summarizing, Dr. Kuypers says that the "evident defects" in our schools are:

First, compulsory education is not generally enforced. Where it does exist it is usually too limited in scope.

Second, there is no teacher's profession. It can hardly be expected that those who take up teaching as a makeshift will bring to it the devotion which in this calling is essential.

Third, the employment of women in school work is altogether too extensive.

Fourth, many country teachers lack even the most rudimentary preparation for their calling; comparatively few have had any normal training. The system of preparing teachers is itself inadequate in very many places.

Fifth, the pay and the social position of the teacher are not what they should be, except in a few cities.

For Trustee of the N. E. A.

Business of exceeding importance is to come before the N. E. A. at Los Angeles. Aside from action upon the new constitution, there will be the choice of a new trustee. The experience with Dougherty should serve as a warning to go very carefully about this business. The position is a most responsible one. In spite of positive assurances that Dougherty had nothing to do with the investment of the Association's funds, there is still considerable doubt abroad. If it is true that all investments were made by Dr. Albert G. Lane, this fact should be made public, over the signatures of the present officers of the Association. Universal confidence in Dr. Lane's staunch honesty may dispel whatever suspicions still exist. Dougherty was known as the expert business man on the Board, and the thought that he advised or made investments is responsible for the questioning that will not down. The trustee to be chosen at Los Angeles should be a person of unquestioned integrity and sound business ability. No divided man will do; no one who has an ethical set of principles for social life and one of another color for business transactions. Why not elect Mr. Frank A. Vanderlip? He is a man of sterling character, a leader in the business world, and is deeply interested in education and schools.

Mr. John R. Morron will probably be the new president of the Chicago Board of Education. He is a successful business man who has given years of thought to the education of the young, and has the welfare of the schools at heart.

Philadelphia is fast out-growing its "deestrick" clothes. The common schools will hereafter be called after famous Americans, whose names have inspirational suggestion. Heretofore it was considered the thing to name a school-house after a local politician or some equally brilliant light in the ward. Things are moving right along.

The teachers in the schools of Calumet, Mich., highly appreciate the generous treatment accorded them by the Board of Education in providing for next year a decided increase in the salary schedule. The minimum salary offered to an experienced graduate of a two-year normal course has been changed from \$400 to \$450 for the first year, with a fifty dollar increase annually, if work is satisfactory, till the maximum salary of \$700 is reached, from the kindergarten to the sixth year inclusive. A maximum of \$800 has been established for the seventh and eighth grades. This commendable action raises the maximum and the minimum fifty dollars per year in each case. The teachers are fully deserving of this slight mark of recognition on the part of the city of Calumet. They are devoted to their work and have under the leadership of Superintendent Kratz accomplished great good for the schools.

The schools of Meriden, Conn., are doing first-rate work. The city appreciates the fact and has given the grade teachers an increase of eighty dollars a year. Every little helps.

Philadelphia teachers are having a good time learning children's games. William A. Stecker, the newly appointed director of physical education, is teaching them how.

There will no longer be any grumbling about the "wastefulness" of teaching domestic science, at Oak Park, Ill. The members of the Board of Education were treated to a banquet prepared and

served by the pupils all the way from soup to mint wafers. They are convinced now.

It may take Dr. Cooley some time to get used to the sensation of being, in fact, the superintendent of the Chicago schools.

Philadelphia will hereafter build only fire-proof schools. There is no excuse for any other kind in a city.

The Public Education Association of Philadelphia recommends that more school nurses be appointed, in order that individual cases may be followed up. This is an important suggestion which should receive speedy attention.

Plan to Spread Ethical Culture.

The annual convention of the American Ethical Union began in New York on May 9. The Union consists of five ethical societies. The ethical culture movement began in New York about thirty years ago. It has branches now in Chicago, Philadelphia, St. Louis, and Brooklyn. The work has been extended to Europe. The latest branch established is in Japan.

Professor Seligman, President of the New York Society, delivered the address of welcome.

Percival Chubb made an address pleading for the establishment of normal classes in moral instruction.

Children Tidy Up Chicago.

A proclamation issued by Mayor Busse, made May 6 "City Beautiful" day in Chicago. Three hundred thousand school children responded to his invitation and spent two hours after school, making dirty streets and alleys neat and orderly.

In response to the proclamation, the city put 1,500 men and 300 teams to work under the direction of the various Ward Superintendents.

The Weather.

The Weather Bureau has reported unseasonably cold weather, extending over the country east of the Rocky Mountains, almost thruout the month of May.

Mr. Harry C. Frankenfeld, the forecaster, says that the cold is due to the high areas of pressure that have been moving eastward from the northern portion of the country almost continuously. These have caused cold north winds.

There has not been such a cold spring in this part of the country since 1882.

Wintry weather prevailed in Cumberland County, Md., during the third week of May. On the 26th and 27th snow fell. The frost-bitten young leaves dropped from the trees.

In the central southern wheat district of Russia, the long and terrible drought came to an end on May 27. Abundant rains fell thruout the whole Volga territory. There is now a promise of fair crops in the dozen famine provinces.

Special prayers for rain have been ordered in nearly all the districts of Roumania. The terribly prolonged droughts are causing great anxiety for the harvests.

Frost, rain, and hail have lately done great damage to the fruit and field crops in Southwestern Germany.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*; a model weekly newspaper which is used by many schools for the study of weekly events.

The transatlantic lines whose longshoremen are on strike have been informed that they cannot use their crews to do longshoremen's work without violating the immigration laws.

On May 28, the Diet of Brunswick unanimously elected Duke Johann Albrecht of Mecklenburg-Schwerin to be Regent of Brunswick.

The sudden declaration of quarantine by all the Southern States, against Havana, reached Havana on May 28, and caused much uneasiness.

A great fissure suddenly opened on the south slope of Mount Vesuvius on May 26. A poisonous gas escaped from it which made those who ventured too near fall unconscious.

The Hamburg-American Steamship Company has decided to establish a direct service between Liverpool and New York.

More than 200,000 persons took part May 26, in a demonstration of wine growers, at Carcassone, France. They are demanding Parliamentary relief against the making of impure wines.

The local heads of the New York Central Lines were ordered, to reduce their pay rolls one-third by June 1. The order means the discharge of many men from the car shops and operating departments.

Manuel Bonilla, ex-President of Honduras, sailed for Belize, British Honduras, on May 23. He says that he means to retire from politics and devote himself entirely to his plantation.

Ambassador Charlemagne Tower and Mrs. Tower arrived in Berlin from New York on May 22.

Carlos F. Morales, former President of Santo Domingo, was deported from Port au Prince to New York on May 24.

The big ocean liner *Kaiser Wilhelm der Grosse* passed Sandy Hook on the evening of May 28, and went aground on the west edge of the main ship channel.

The Conservative leaders of the Duma were received by Emperor Nicholas on May 28. The Radical members took advantage of their absence to bring up the resolution condemning terrorism. The House decided to lay aside the whole discussion indefinitely. It has been one of the burning questions before Parliament.

May 28 was a day of rejoicing in and about Davenport, Lincoln County, State of Washington. It was the day appointed for strawing the roads leading to Davenport. Stores were closed, mills shut. For a few hours everybody worked to get the roads in condition. Every man with a team was invited to haul straw and place it on the dusty roadbed. Strawing the roads is a peculiar custom of the Eastern Washington wheat country. The public highways pass thru big wheat fields. There are no stones or timbers for the roads and so straw is scattered over the surface every year. It fills the holes, keeps down the dust, and insures good roads for a time.

The lighthouse on Pointe de la Coubre, at the entrance to the Garonne River, was so undermined by the sea that it fell on May 22. It was 180 feet high, and had one of the most powerful lights in France.

Emperor William on May 28 unveiled in the garden in front of the castle five bronze statues erected in honor of his ancestors of the House of Orange—namely, William I., William II., William III., Maurice, and Frederick Henry.

Japanese Ask for Protection.

The wrecking of a Japanese restaurant by hoodlums in San Francisco caused the Japanese Ambassador at Washington to make a formal complaint and demand for protection of the Japanese in this country, to the United States Government.

The Governor of California telegraphed Secretary Root in answer to inquiries from the State Department, that the trouble was largely due to the unsettled labor conditions in San Francisco.

The Governor said that every effort would be made to protect the Japanese.

Italian Duke Arrives in New York.

Admiral, the Duke of the Abruzzi, Commander-in-Chief of the squadron sent to represent Italy at the Jamestown Exposition, arrived in New York on his flagship, the *Varese*, on May 26. The guns of Fort Wadsworth thundered out a salute of twenty-one guns in honor of the royal seaman.

The Admiral followed the international rule of calling upon the flag officers of the squadrons that had preceded him to New York. He called on Rear-Admiral Emory, then on Admiral Thiery, of the French ship *Kleber*, and then on Commodore Von Pleskott, of the Austrian flagship *Sankt Georg*.

The officers and crew of the *Varese* held open house on Sunday, April 26. Many Italians visited the vessel.

On Monday afternoon, May 27, a reception was tendered the Duke by Major-General and Mrs. Frederick D. Grant, on Governor's Island. The Island was decorated with bunting of the American and Italian colors. Before going to the reception, the Duke paid Mayor McClellan a call at the City Hall.

Plans Long Balloon Trip.

A. E. Gondron, an experienced aeronaut, is building a balloon at the Alexandria Palace, London. He plans to travel in it from London far into Russia and thus break the world's record for a long-distance journey.

The balloon will be fifty-nine feet in diameter, and will have a capacity of 108,000 cubic feet.

General Methuen Sent to Africa.

A military appointment of unusual interest, announced in London on May 28, was that of General Methuen to the command of the British forces in South Africa.

General Methuen played an unsuccessful part in the South African war. He was severely defeated at Magersfontein in December, 1899. After unsuccessful operations before Warrenton, he was recalled from Kimberly in March, 1900.

Counting Uncle Sam's Money.

Eighteen experts from Washington, with the help of a dozen laborers, began on May 20 the task of counting the three hundred and fifty tons of gold and the two thousand tons of silver at present in the New York Sub-Treasury. The task will probably take about a month.

Such a count has not been made since 1903. The occasion for it is the beginning of the second term of Hamilton Fish as Assistant Treasurer of New York. His appointment to office for another four years has just been confirmed by Congress.

Honor to Whom Honor.

Alexander Agassiz, Director of the Museum of Comparative Zoology, Cambridge, Mass., and President of the National Academy of Science, was recently elected an honorary member of the Imperial Austrian Academy of Science.

At the annual meeting of the Royal Geographical Society, of London, May 27, the Founder's Medal was awarded to Francisco Moreno for geographical work in America. Captain Ronald Amundsen received the patrons' medal.

The Carl Schurz Memorial Fund now amounts to \$72,576. Ex-President Cleveland recently contributed \$200 to the fund and expressed the wish that he could afford to send a larger sum.

Honors to Agassiz.

May 27 was the one hundredth anniversary of the birth of the famous naturalist, Louis Jean Rudolphe Agassiz.

Louis Agassiz was born in a humble home in Switzerland. Much of his childhood was spent out of doors. His student life was passed in Zurich, Heidelberg, and Munich.

At the age of thirty-nine Agassiz came to America under a commission from the King of Prussia, to make a study of animal and vegetable life here. He became very fond of this country, and felt that it must be the center of his future work as teacher and scientist.

At the time the Lawrence Scientific School was established, he was called to a professorship at Harvard University. During the Civil War he proved himself a patriotic citizen of the United States.

The Agassiz Centenary was celebrated by Harvard University in Sanders Theater, Cambridge, on the evening of May 27. Col. Thomas Wentworth Higginson presided. Poems on Agassiz, by Longfellow, and by Whittier, were read, also many letters from his former pupils. Among the speakers were President Eliot, of Harvard, Professor Lawrence, of Harvard, and Professor Niles, of the Massachusetts Institute of Technology.

Mrs. Howe's Birthday.

Mrs. Julia Ward Howe spent May 27, her eighty-eighth birthday, quietly in her home on Beacon Street, Boston. She received many congratulations, flowers, and gifts from her friends and admirers.

Mrs. Howe is still strong and well. This is her latest word:

"The world grows better and not worse, but it does not grow better everywhere all the time. Women of fashion seem to me to have lost in dignity of character and in general tone and culture. On the other hand, outside this charmed circle of fashion, I find the tone of taste and culture much higher than I remember it to have been in my youth. I find women leading nobler and better lives, filling larger and higher places, enjoying the upper air of thought where they used to rest upon the very soil of domestic care and detail. So the community gains, altho one class loses—but that, remember, is the class that assumes to give standards to the rest."

War Veterans Honored.

The fifth annual military field mass was celebrated in the Brooklyn Navy Yard on May 26. The service was in behalf of those who died in the Spanish-American War. Fifteen hundred persons attended in spite of rain and cold wind. Flags of all nations hung around the big, grassy field. An altar in white and gold, with a fringe of palms and ferns, was placed in front of the marine barracks.

Besides the sailors and marines of the Navy Yard

the Twelfth United States Infantry attended from Governor's Island. The National Guard was represented by the Sixty-ninth Regiment, and other companies.

Father W. H. I. Reaney, Chaplain in the United States Navy, celebrated the mass.

Cortelyou Honored.

George B. Cortelyou, Secretary of the Treasury, was guest of honor at a dinner given at the Hotel Astor, New York, on May 22 by 500 postal officials of the State of New York.

Postmaster William R. Wilcox was toastmaster. In his address introducing the guest of honor he told of the good service Mr. Cortelyou had done the post-office department and the public.

Death of Mrs. McKinley.

Mrs. Ida McKinley, widow of the late President, William McKinley, died at her home in Canton, Ohio, on May 26. Her death had been expected for several days. Members of her family, and Secretary of the Treasury Cortelyou, were with her at the end.

Mrs. McKinley was born in 1847. She was the daughter of James A. Saxton, a banker of Canton, Ohio. She was the belle of her native town. When her education was finished her father, who believed that girls should work, found a place for her in the Stark County Bank, which he owned. For some time she acted as cashier there. While there she met Major McKinley, then a rising young lawyer. They were married in 1870. Two children were born to them, both of whom died young. The double loss shattered Mrs. McKinley's health. In spite of ill-health and lack of strength she shared all her husband's political ambitions, and her social charm did much to smooth his way.

She refused to be separated from him, and for years lived contentedly in hotels and traveled thousands of miles in sleeping-cars in order to be with him. Mr. McKinley's unselfish devotion to his invalid wife, and hers to him, endeared both to the entire country.

After the assassination of President McKinley his widow returned to Canton. Upon hearing of her death, President Roosevelt at once telegraphed that he would attend the funeral in Canton.

The Funeral.

President Roosevelt, Vice-President Fairbanks, several members of the Cabinet, and many distinguished people of Ohio and from other parts of the country, paid the last homage to Mrs. McKinley by attending her funeral on May 29. A simple service was held in her home, the McKinley Cottage, Canton, Ohio. Mrs. McKinley was then laid to rest beside her husband in Westlawn Cemetery. Later the coffins of the two will be placed within the massive mausoleum which is being built in honor of the martyred President. This is to be dedicated next fall.

The burial service at the door of the vault took only a few minutes. Soon no one was left at the tomb but the guard of soldiers which has kept vigil there ever since the body of the President was brought there in the fall of 1901.

All the schools and stores in Canton were closed. The trains brought crowds of people from the surrounding country. The President and his party reached Canton at 12:40 P. M. They were met by carriages and taken to the home of Judge Day, a life-long friend and neighbor of the McKinleys. Immediately after luncheon the President went to the McKinley home and met the friends and relatives gathered there before the funeral.

War and Engines of War.

The Pretender in Morocco is said to have routed the Sultan's troops with great loss in a severe battle.

Chinese revolutionists have been attacking Chung-Lang and Tung-Chang, wealthy towns in the Ching-Hai district. Many of the citizens have fled. It is not thought that the uprising is directed against foreigners. It is probably due to excessive taxation.

The Hindu revolutionists in India are being treated with prompt severity by the British Government. Several of the ringleaders have been arrested and sentenced to terms of imprisonment.

According to dispatches from Teheran, the Governor of Luristan, a brother of the Shah, is aiding rebellion in Persia. He is stirring up the warlike nomadic tribes and collecting troops to support the revolutionists.

The new French battleship *Verite*, of 14,635 tons and 18,000 indicated horse-power, was launched at Bordeaux, France, on May 28.

The new submarine boat *Lake* made an excellent record in recent torpedo-firing tests. While submerged fifteen feet below the surface of the water, she fired a torpedo which made a beautiful run of eight hundred yards, and struck the target.

The strike situation at Johannesburg, South Africa, has been becoming more and more serious. The white workers in twenty-three mines went out on May 22 because the proprietors required them to work three drills a day instead of two. When the strikers quitted the Ferreira deep mine, they marched over to the Robinson deep mine, tore down the barricades, and assaulted the men who had not gone on a strike.

About one thousand imperial troops have been sent out along the reef.

Seamen's Strike Abroad.

The German Seamen's Union declared a strike at Hamburg on May 22. They demand an increase from ten cents to twelve and a half cents per hour for overtime work.

A strike occurred in Liverpool on May 22, when one hundred men belonging to the *Oceanic* refused to sail unless their railroad fares from Southampton to Liverpool were guaranteed to them. The Company declined to accede to the demand. The men then struck for an increase of two dollars and a half per month.

The officials of the Union say that they do not desire a general strike, but that they are in a strong financial position and ready to fight if forced to do so.

Four hundred French sailors voted in favor of a general strike, in Havre, on May 22.

The Birmingham Launched.

The scout cruiser *Birmingham* was launched at the Fore River Works at Quincy, Mass., on May 29. She represents an entirely new type in the United States Navy.

Her estimated speed—twenty-four knots—is greater than that of any other cruiser in the Navy. She can maintain her high speed in all conditions of weather. She has twice the coaling capacity of any of the English scouts.

King Carlos Warned.

The Parliament of Portugal was dissolved on May 11, owing to differences with the King. The State Councilors have sent a letter to King Carlos protesting against the state of absolutism which has resulted and which they contend is placing both King and country in a dangerous situation.

Peace and Things that Make for Peace.

The International Cotton Congress opened in Vienna on May 27. More than 250 delegates were present.

The International Bazaar, held in Shanghai, China, realized \$60,000, which was handed over to the famine relief fund. On this occasion, for the first time, the Chinese actively co-operated with foreigners of all nationalities.

Queen Alexandra, of England, and Princess Victoria, arrived in Naples on the royal yacht *Victoria and Albert*, on May 21. They went on to Rome.

President Amador, of Panama, received Mr. Xavier, Minister from Brazil to Panama, on May 22. Cordial speeches were exchanged.

General Kuroki in Boston.

General Kuroki and his staff arrived in Boston on May 22. Kuroki received an enthusiastic welcome from Japanese students and citizens. He visited Cambridge and addressed the students of Harvard University on May 23.

Abruzzi Visits Washington's Tomb.

The Duke d'Abruzzi and the Italian Ambassador, as guests of the Secretary of the Navy, made a pilgrimage to Mount Vernon on May 21.

The party went on the President's yacht, the *Mayflower*. The boat was gay with flags. The Duke placed a wreath of palms and orchids tied with the Italian colors, upon Washington's grave. He hung on the wall of the tomb a silver tablet brought from Rome. He also planted the customary tree.

Current Events.

[From the Bulletin of Public Schools, No. 8, Tacoma.]

I. Peace Conferences:

1. *National Arbitration and Peace Congress of America*: Why did the New York Peace Congress convene in April? Where was the introductory meeting held and what of the interest shown? Who presided at the first deliberative meeting? What part did President Roosevelt have on the program? What warning did he give in regard to applauding sentiments that represent "mere oratory"? What effect do such conferences have upon "international peace"?

2. *First Hague Conference*: When did the First International Peace Conference meet? Who issued the invitations and to what countries were they issued? What was the basis of invitation? What the most practical outcome of the conference? What nations were the first to take advantage of the Permanent Court of Arbitration?

3. *Second Hague Conference*: When will the Second Hague Conference meet? What three broad general questions affecting the conduct of nations toward each other were postponed by the First Hague Conference to be considered by the second? What new topics not mentioned in the original program may be discussed? Is it reasonable to suppose that universal peace will ever be attained?

II. *Query for Sixth Grades*: Account for the fact that the stars on the flags are five-pointed, while the stars on the coins are six-pointed.

(*Literary Digest*, April 20, '07; *Living Age*, March 2, '07; *National Educational Monthly*, January, '07; *Independent*, January 10, '07.)

The Child at Home and at School.*

By D. C. HEATH, Boston.

Home Study.

Home study is now receiving a good deal of attention among us, with the result that most thoughtful parents and some teachers feel that under the age of fourteen it should be discouraged and in some cases forbidden. It is exceedingly important that parents and pupils, and teachers for that matter, should not forget that three hours of good, earnest work are better for instruction and for discipline than five hours of indifferent, listless loafing with one's books.

Entertainment at Home and at School.

The question of children's entertainments, both in kind and amount, is another matter that has troubled parents, and over which they, rather than the schools, should have control. Children quote one another in their wish to have this, that, or the other kind of entertainment, and as strength is dissipated and possibly health destroyed by unseasonable and otherwise wrong practices in this direction, why should not the people of a village get together and talk over what would be a reasonable position for the neighborhood to take in such things? or in other words, why should not the parents agree upon certain evenings of the week when such entertainments may be had, and even go so far as to help provide these entertainments, and thus have an oversight over the young men and women which is not now practiced? The teachers would join in helping regulate the matter, for they feel that much ill health which is charged to over-study in the schools is due rather to unseasonable hours at parties.

Again, the entertainment of children in school is an important matter, and an education association should get the local lawyer to give a simple talk to children on common law or the duties and functions of citizenship; the architect could tell them about his work; the banker could give a talk that would start not a few young men on the way to saving and success; the manufacturer could give interesting accounts of his factory and production, and so on thru the catalog of professions and occupations. You have never asked them to do it, nor have we, but why should we not?

Morals and Manners.

Another subject which naturally interests the parent more than the teacher, is that of morals and manners. The six secular days of the week are the laboratories in which right and wrong actions are actually seen, and they can be analyzed and commented on at a time when it is natural to infer the moral lesson, and when the ethical bearing of the child's conduct may easily and naturally be brought to his attention.

Are teachers doing as much in this direction as the parents wish? In most cases I think they are not; but it is a topic on which parents can confer thru an education association, and later by conference with the teachers can agree upon a code which might and should be followed.

I think that much more can be done in the schools in the way of direct teaching of morals and manners, but teachers have to be careful about both, as they feel that they may offend the parents.

As a nation our children are sadly lacking in good manners, and I am wondering if it would be in every way a sin and a misfortune to have in the schools a small manual containing precepts for good behavior and for politeness. Every pupil should be

taught the code of the more refined circles of society. In the hotel, at the dinner party, or in the public conveyance, everybody meets everybody, and has frequent occasions for understanding and practicing the precepts of conventional good breeding.

Since the pupil is likely to take instruction in these things with more authority as coming from his teacher, it seems to me that the parents should let the teacher know how far they would like her to go in these matters.

Reading out of School.

Children's reading out of school is another matter for a parent to manage. The reading in school is probably good enough.

Can you think of a more potent and wholesome influence on the mental and moral and even physical make-up of your boy and girl than good books, and can you think of a more disintegrating influence on mind, morals, and physical health than weak and pernicious books?

I count this matter of children's literature most important because the most neglected of anything that our special committees are called upon to consider.

Books and papers are after all to be the chief educators in after life. Here at least the children pursue an elective course. To teach them to choose wisely those silent masters who are to mould their lives is one of the best services we can render them. For lack of such help they patronize that host of demoralizing teachers who await them on the news-stands and who corrupt their minds by sensational tales or tainted novels.

In nothing is a guiding hand more needed than in the friendship of books; and if the co-operation of parents be secured, the present ravenous consumption of low literature will be checked and a better taste formed. There is no preventive of a bad taste like the acquisition of a good one.

Might it not be well to appoint a committee to make up a list of books such as can be recommended for children's reading? The teachers, and the librarian, if you have one, would be glad to help, and those who read books before they are put into the Sunday-school libraries, and the women's clubs and others can help.

This reminds me that an association can do effective work to secure a good local library, if you do not have one, and in any event for a good school library. People will often give books, or money to buy books, and publishers furnish now an excellent list of good books for such a purpose at a very low cost.

If you have a public library which has no children's department, one should be started. You know without my narrating it, how much is being done all over the country in the way of correlating the public library with the school.

Members of village associations should also see to it that the children participate in the benefits of any traveling library schemes which may be in operation in the nearby larger towns.

In this connection much may be learned from what is being done in the public libraries of Boston, Hartford, Chicago, etc. These libraries also issue lists of suitable books for children, which can be followed with absolute safety.

The association might also bring influence to bear upon the local newsdealer to prevent the circulation of harmful trash among the young people.

Book clubs may be formed, by which twenty people, for example, each buy one book and thereby gain the privilege of reading twenty books. The twenty books may be deposited in the small libraries when another twenty are bought, and begin their cheerful round, and a library may thus be built up.

(To be continued.)

Part III of "The Work of a Village Association." Part I appeared in THE SCHOOL JOURNAL, May 16. Part II, May 25.

Fencing for Teachers.

Health is first. Neglect of this simple truth is followed by disastrous results. Yet the very people who should impress upon the growing generation the need of the proper care of health, the teachers, are themselves as a class not sufficiently attentive to the laws of hygiene. The men share to a certain extent in the outdoor games of their pupils and are correspondingly benefited. But by no means all the men. And the women practically not at all. Only an insignificant percentage of the teachers follow a systematic course of physical exercise. True, they are, especially in the smaller towns, so hedged in by irrational—usually self-imposed social restrictions that they feel they must deny themselves even the most necessary calisthenics. Nevertheless, they might at least walk a certain distance every day. A vigorous walk, vigorous, invigorating,—not a demure crawl to and from school,—taken conscientiously every day, is a splendid tonic. Wheeling is a passable substitute. The being out of doors is itself worth much. If dancing would be done out of doors it could be most heartily recommended. Here we can learn much from the countries that have preserved their folk dances. One form of exercise that is equally well adapted to both indoors and out-of-doors is fencing. Strangely enough, tho this is one of the most beneficial pastimes I know of, it has thus far failed to find many devotees among American teachers. Men and women can enjoy it equally well, and the benefits to both are incalculably great.

Fencing may be done with sticks or wands, such as are used for gymnastic work, or with foils. Whichever way it is done, it is splendid exercise for developing agility, suppleness, grace, and health. In order to obtain from a master of the art of fencing an outline of the special advantages which teachers may derive from it, I called on Mr. Octavio Malvido at his New York City studio, and obtained an interview of which the following is the substance:

"There is no class of people in the world more in need of self-poise and the grace that comes with ease of carriage than teachers. They are constantly in the presence of others. Every movement must be made with forty—more or less—pairs of eyes looking on.

"Physical exercise of some kind is as necessary for the teachers as it is for President Roosevelt. Now, fencing is the one kind of exercise above all others that makes for ease of carriage and a healthful chest development. With the expansion of narrow chests comes expansion of view and a healthful, hopeful outlook upon life. Fencing is most suitable for teachers because it requires no special apparatus, no particular place—not even a special time of day. In a space three by twenty feet two teachers can fence at any time of day or evening, before or after meals.

"A few weeks of this exhilarating exercise will bring about better results in building up the health than a dozen physicians could do. How often one sees women teachers with hollow chests and sallow faces. It is much as ever one can do to make them smile, much less laugh. Such a condition is proof of a diseased mind and body. If such unfortunates could only be persuaded to take a course of lessons in fencing and then keep up the practice from day to day, the change would be marvelous. They owe it to the children to make the trial.

"Boxing, rowing, wrestling, horse and bicycle riding, running, walking, tennis, baseball, football, swimming, and other sports have the drawback that they exercise parts of the body without calling into action the intellectual faculties, too; moreover, they require special places, time, medium, etc. Fencing requires nothing but a little self-control to

drive away the lazy feeling. The competitive feature makes fencing agreeable and amusing. The wonderfully beneficial results make it appreciated by intelligent persons. It is the one exercise which above all others brings the whole being—physical, intellectual, and moral—into play.

"More closely defined, fencing is the art of properly handling a sharp-pointed or sharp-edged weapon, or both combined in one. One learns to fence with the foil, the sword, the saber, the bayonette, etc. But the most generally used weapons are the three first mentioned, and they are dull-edged and have on their points a button which protects the fencers from injury.

"The student of the art acquires discipline. His crouching and awkward positions are persistently corrected, his nervousness is quickly diminished

and finally obliterated, his good judgment is accentuated, self-control and accurate movements are constantly insisted upon. Fencing with others cannot really begin until all these qualities are possessed. The student should take the measurements of his chest, arms, legs, waist, and neck before commencing the



Octavio Malvido, New York.

lessons and at regular intervals thereafter, in order to realize the undeniable development; he should also perform certain physical activities, such as walking or climbing, and measure the diminishing effort required after a certain time for the same exertion. A careful student will breathe deeply six or seven times before and after the lessons, to insure the destruction of pulmonary disease germs and to promote the development of healthy and powerful lungs."

So far, Mr. Malvido, who is an unusually skilful master of arms and a successful teacher of fencing. The benefits held out by this noble art are certainly worth considering by teachers wherever they may be. It is the pastime par excellence for all brain-workers.

What College Men Do.

One of the most interesting lists we have seen of the occupations of college graduates is that compiled at Yale for 2,243 men graduated from that institution between the years 1897 and 1902:

Occupations.	Number
Law	718
Finance	320
Education	261
Medicine	203
Ministry	185
Farming and politics	170
Merchants	166
Journalists	77
Engineers	69
Miscellaneous	74

Europe on a Teacher's Pocketbook.

By MILNOR DOREY, Trenton, N. J.; High School.

There are certain limitations which the teacher who plans a trip to Europe must recognize. He has but two summer months at his disposal; he must count his pennies, unless he happens to have invested his money in no Mississippi bubble, or has married money; and he must use his time well, for he may never take another trip.

In consideration of these things, the point of view is essential. It may be pedagogical heresy—at least the Bureau of University Travel will consider it so—but, in my opinion, the end and aim of European travel for teachers is not knowledge. It is to be assumed that the average teacher knows his history and literature, and in these days of illustrated magazines, he ought already to be well acquainted with the things he wishes to see. The point of view, then, is impressions.

You say impressions are ephemeral. They are not to those who have the background just outlined. Impressions unify knowledge.

The art teacher should know his Rembrandt, Rubens, Turner, Titian, and all the rest, but he does not hunt out their pictures to learn more facts about the men; he wants to catch the spirit of their art, and to photograph their works on his brain. The history teacher knows his Waterloo, Caesar, Marathon, Magna Charta, Marston Moor, and so on, but he visits the spots with which these names are concerned in order to compel these associations to live in his mind. The literature teacher has already read his Shelley, Eliot, Dickens, Byron, Burns, the "Iliad," "Tintern Abbey," and the whole host of them, but he wants a stimulus to his imagination that will never lose vitality.

Granting even these arguments, it is not the business of the teacher to seek any one line of impression, even physical rest. Let the teacher be Bohemian for once in his life. (No doubt this also is heresy.) Let him have read beforehand all he wants, systematically or not; let him have all his hobbies he can conveniently ride at once, but let him be Bohemian in his method of getting European impressions. Local color, atmosphere, contemporary life, the dramatic quality of putting one's self in another's place or another age—these make up the point of view for a teacher.

The practical considerations of a trip are included under the terms preparation, cost, and selection.

In regard to the first, take one suit case, your oldest clothing; plenty of Baedekers, lots of assurance, and only yourself and companion. The suit case will be ample, for you will do far less social "stunts" than you expect; such a trip is an excellent chance to wear out your old clothing, and there are shops in Europe. Baedeker is the only safe guide; he saves you money, time, annoyance, and makes you independent. If you have confidence in yourself (and a phrase book) you can get along anywhere in Europe, and if you go alone you will get more out of the trip than with a party. From observation, experience, and information, the writer can say that the average teacher will find that it costs less, rather than more, gives more useful experience and keener enjoyment to go alone, or with a companion.

If the outward trip is planned for the Mediterranean; and the return from England, the following route is recommended, and the minimum of expense stated assured: Naples (two days), Rome (four), Florence (two), Venice (two); Milan (one), to Lucerne via the Italian lakes (three), to Heidelberg via the Black Forest (three), down the Rhine by steamer to Cologne (two), The Hague (one),

Antwerp (one), Brussels (one), Paris (six), Rouen (one), London (eight).

From here a circular trip may be made of eight days, taking this route: Cambridge, York, Melrose, Edinburgh, a coach and steamer ride thru the Trossachs to Glasgow, Ayr, a similar trip thru the English lakes, Chester, Coventry, Rugby, Kenilworth, Warwick, Stratford, Oxford, and back to London. The eight days in London will allow side trips to Canterbury, Windsor, Eton, Stoke Poges, Richmond, Hampton Court, etc.

And the cost? For two months, from the time of leaving New York until returning there, with first cabin on ocean steamers, second class on railroads, excellent hotels, ample allowance for trams, carriages, tips, fees of all kinds, necessary clothing, pictures, and gifts, three or five dollars a day, is a satisfactory allowance. It is likely that you will want to spend fifty dollars more, and \$100 more would do wonders, but \$300 will do what is guaranteed.

By first cabin on ocean steamers is meant not first cabin on the "liners," but on such boats as those of the Fabre, Anchor, or American line. The first, plying to Naples, offers passage for sixty-five dollars; the second, plying between Glasgow and New York, asks fifty dollars, and the third, running between Liverpool and Philadelphia, offers a minimum of forty-two dollars and fifty cents. The only difference between these lines and the lines carrying more than one class of cabin passengers, is the time of passage, the liners having the advantage of a few days. In all other respects the service is quite as good. Second cabin on the Cunard line can be recommended.

Some one has said that only fools and Americans ride first class in Europe. In other words, the people travel second class. Mileage over all Europe averages two and one-half cents a mile; therefore, unless you wish to pay double for the privilege of resting your head on a tidy, ride second class. Cooks will want to sell you a continuous ticket, or arrange your tour, but if you wish to learn the ways of the people by direct contact, buy your own tickets. You can save money, for Cooks are not in the business for the love of it.

In regard to hotels, use "pensions" for long stays, hotels for short. Again, Cook's coupons are unnecessary. Unless you go to Europe to see Americans, go to native hotels. Europe has become so Americanized, without losing its charm, that the average American can make his way about unaided. Exercising plenty of Yankee instinct, he can live well and cheaply anywhere, easily adapt himself to European ways—the Continental breakfast, the "*dejeuner*" in the cafés (costing on the average thirty cents), and the so-called abominable tipping custom—and save money. Two dollars a day will cover all necessary expenses. Give the clerk, or porter, from five to ten per cent. of your bill for tips to be given to the servants, and you will avoid all unpleasant possibilities. This is true of all other circumstances where service is rendered.

Use carriages only for long drives. While they are cheap, costing from ten cents up, according to time in Paris, distance in London; trams are cheaper and as effective. Two cents will take you where five will here. Besides, who would miss the fun of the Paris and London 'busses? After all, unless you care only for art galleries and museums, the thing to do is to walk—walk until you know every shop window, have seen every bootblack fight, have tried the "*gelati*" on every inviting plaza—in short, until you know the town and its people.

Entrance fees to art galleries, and the like, range from ten cents up, but by examining your Baedeker you will find a table of all such institutions, giving hours of admission, fees, holidays, and free days. Group your points of interest according to free days, and you will save money.

Incidentally, plan each night for the next day's work, and keep a journal and scrap-book. The best pictures, reproductions of places of interest, and works of art, cost ten cents apiece. Here is where the extra fifty dollars will come in nicely; also, when you see the wonderful coral in Naples, the pearls, gloves, silks, etc., in Rome, the wicker-work in Florence, the glassware and laces in Venice, and the gloves and jewelry in Paris. But unless you wish to buy small objects for the sake of the association, save your spending money until you reach London. Here can be found everything, and at teachers' prices.

Finally, don't try to see it all. Use judicious selection. Taking into account the time allotted to the places named above, center your attention on Neapolitan life only. Let the churches go. Go to Pompeii, to be sure, and to Capri, if you deduct the time elsewhere, but the life of Naples is its chief charm. Ancient Rome is your vulnerable point; the modern section is commonplace. St. Peter's, the Vatican, and no more than three minor churches should be visited. The Duomo, the Ponte Vecchio, the Pitti and Uffizi galleries, and Fiesole are the chief attractions of Florence. Venice for itself, Milan for its cathedral, and you have all that Italy can give you in such a trip—just enough to make you long for more.

Switzerland is tantalizingly beautiful. Make up your mind to be content with one of the score or more routes thru it, and pass on, tho do not neglect to cover some of the way by steamer, and to ascend some mountain like Rigi or Pilatus. Heidelberg has its university and schloss, and the Rhine its ruins and legends. Take a peep at the Dutch on the Isle of Marken or in Amsterdam, rather than The Hague, and go to Belgium. Antwerp is quaint, and has some rare pictures, and Brussels is Paris in miniature; but both can easily be omitted, except Waterloo.

One should not presume to discriminate about Paris. A week is all too small for what is to be seen. But undoubtedly the best route to London now is the Dieppe-Newhaven one, and it allows the traveler to stop off at Rouen, sacred to Joan D'Arc memories, and dear to the lover of Gothic architecture and quaint streets.

England is so near to us in all ways that nothing need be said in regard to what to see and what not to. Half one's time can easily be spent in the British Isles and the heart yearn for more. Not a spot but has its charm, and the traveler must choose what he most wants. As to the tour outlined, each name surely suggests what it stands for, and further particularizing would be unwise.

All the above may be but a collection of dry facts; at least they were intended to be facts. There has been no rhapsodizing, no shouting out about the wonderful things to see and experience (seasickness, for example); not even any descriptions. All this is left to the individual traveler to discover for himself or herself. Purely the practical side has been presented in order to demonstrate the practicability of European travel for teachers, and to urge them to try it.

The writer's experience has not been great enough to allow him to dogmatize, nor does he pose as an authority, but he knows from trial that the above figures are correct, and that the trip has meant to him as much as two years at college. And this can be true for all teachers; it can mean more than knowledge, more than physical rest or mental recreation—it can mean inspiration for years to come.

Education in Turkey.

The American International College in Smyrna.

Concerning the educational work being performed by an American institution in Asiatic Turkey, Consul Ernest L. Harris, of Smyrna, writes to the Department of Commerce and Labor as follows:

The American International College has for its aim the equipment of young men for positions of trust and influence in the commercial, religious, and scientific institutions of Asia Minor. The courses of study are divided into primary, preparatory, and collegiate. It will take a young man who enters this institution with the intention of completing all three departments, eleven years in which to do it. The terms of admittance are easy. For the primary department the prospective pupil must have attained the age of eight years and be able to read the primer of his native language. Those who wish to enter the collegiate department must pass examinations in English, Greek, French, or Turkish, geography, arithmetic, and history. It is necessary that every student who enters upon this course should be able to correctly read and write the English language. All the commercial and scientific classes are taught in this language.

The American International College is eighteen years old, and from a small beginning it has grown into an institution of commanding influence, not only in Smyrna, but in all western Asia Minor. The territory marked out as its sphere of influence includes the sites of all the seven ancient churches of the Apocalypse, a territory as large as New England, and containing a population of nearly 4,000,000 people, chiefly Turks, Greeks, Jews, and Armenians. The students also come from Greece, Macedonia, and the islands of the archipelago. There are now 330 pupils and twenty-four instructors.

The Graduates and Equipment.

The school is self-sustaining. The great majority of the students are Greeks, with Armenians a good second. There are also a good many Moslems and Jews. There are also a few American and English boys. During the eighteen years' existence of this school some 1,500 boys and young men have received their education and gone out into every part of the world. Many are holding business positions of profit and responsibility.

The revenue of the school this year from the students will amount to \$13,000, a good showing when one considers that the school is entirely without endowment and wholly dependent upon its own resources. In 1903 it was granted a charter of incorporation by the State of Massachusetts.

In connection with the American College there is also a school for girls, which is doing an excellent work in educating and preparing young Armenians, Greek, Jewish, English, and even Turkish girls for the various duties of life. It is now attended by 240 girls of these different nationalities.

The equipment of the American College is exceptionally good. There is a small museum supplied with many specimens to aid as object lessons in teaching geology, mineralogy, and botany. The equipment for demonstrating physics and chemistry in class-room work is complete. There is a library of nearly 5,000 volumes, as well as a good supply of the best magazines and newspapers in different languages. There is also a bureau supplied with wireless-telegraphy, Roentgen ray, and meteorological apparatus. Of late there has been talk of establishing an archeological department, for the reason that the institution is situated in a country unusually rich in treasures of this nature, and it is thought that some time should be given to work so exceptionally interesting.

The Department of Education at Jamestown.

By JAS. TAYLOR ROBERTSON.

At nearly every world's fair and exposition some special provision has been made for educational exhibits, as they, more than any others, mark the progress of the nations.

Many and varied have been these exhibits, as the fairs were held from time to time, but thruout the years they have shown a strong and steady increase, until now it is possible to cover the entire field, and this will be done at the Jamestown Ter-Centennial Exposition, which was opened April 26 on Hampton Roads, Va., near the cities of Norfolk, Portsmouth, and Newport News.

For this department of the Exposition work a special building has been erected, costing nearly \$200,000. This building is in the center of the grounds, which may be taken as significant of the important place assigned to education in the South and in the United States at large.

For the purpose of avoiding confusion, and in order that the visitors may get as comprehensive an idea of the work as possible, the general subject has been broken up into nine sub-heads, being severally treated as follows:

Elementary Education.

This is the department of methods. It will deal with the buildings themselves, plans, and models, light, air, and sanitary conditions. Then the subject of kindergartens will be considered, with models of children's maps, slates, color charts, music, and picture-books, etc.

In connection with the kindergartens, the several schools of "scientific development" will be generally exploited. The child will be taken in its first stage of intellectuality just as the light is beginning to dawn—and the various methods of thought cultivation leading to attention, concentration, and application, will be brought out.

Then will follow the elementary or grammar schools, where the first real, consistent study is done. The organization of these schools will be especially considered, together with school support and legislation.

Secondary Education.

In this department, as in the foregoing, the training of teachers will be continued, tho of course on much broader lines, fitting them rather for the handling of high school and academy children, or students, as they should now be called.

This will likewise include the manual training branches, many of which are practically new in this country, and the commercial high schools and business courses in bookkeeping, stenography, etc.

Higher Education.

Under this head come all lines of college and university work, technical schools, professional studies, and finally, library science. In connection with college and university work, the training and experience of the professors will receive primary consideration.

Then the methods will be exploited; with special lines of text-books in the several subjects, the planning of the curriculum; the B. A.; M. A.; Ph.D.; courses mapped out, and the professional degrees fixed as the objective points of special study in their several departments.

In connection with the library science branch; the various systems of cataloging and classification will be shown. The most approved methods of reference and index ticket making will be explained by the exhibits, which will display the index slips in all stages of their making. Then library organization will be demonstrated, with work in

the various departments: Reference, history, bibliography, etc.

Special Education.

Under the head of special education, the trade and industrial lines will be taken up. Most of these are recent innovations in the United States, and are yet in their infancy, tho growing daily in popular favor.

Business and commercial schools will also be considered in this department, and the full system of business colleges explained—not as under the "secondary education" division, but rather from the standpoint of organization and operation.

Next the correspondence schools, with their millions of pupils all over the world, will be considered. Correspondence schools have been before the public scarcely more than a decade, yet their work has been earnest and far-reaching, until now they practically cover every civilized country, and number some of the most prominent men among their supporters, while side by side with these illustrious names are written those of thousands of younger men in all walks of life, who are taking advantage of this means to raise themselves to better things, in order that their children may start on a higher plane—all of which tends to better the individual, and thru him, the nations.

Along the lines set forth under the head of "special education," all institutions such as summer schools and Chautauquas will be exploited. Much of the work in this division might be termed general work, inasmuch as in the regular school courses the whole educational field is covered, but as the summer schools and Chautauquas are mapped out each year with reference to some special line of study—the branches studied during the several years completing the whole—they are put under the head of "special education."

Then follow the military schools and colleges, the strict discipline being considered with the scientific, literary, or industrial lines of study; their relations and interrelations.

Likewise in this department the art schools are listed, and to many their exhibits should be of the greatest interest. First, of course, the several systems of drawing, painting, designing, wood and plaster work, etc., will be fully shown, together with text-books, models, tools, and all other necessary appliances.

As the naked word "art" is capable of covering a multitude of branches, the display of this department will be comprehensive and varied. Numerous sketches—freehand and otherwise—will be included under "drawing." Work in color will have a like variety, while studies in plaster may well be innumerable.

Education of Defectives.

It is in the branches of care and education of the blind, deaf, and feeble-minded that the greatest progress has been made in recent years, and the work done along these lines will receive the most flattering attention.

The different systems of instruction of the afflicted will be demonstrated, with exhibits of books imprinted according to the several methods used for the blind.

Then most wonderful of all, it will be shown how the deaf, dumb, and blind can be taught to read—by the touch system—and write, thus enabling them to converse with each other, and keep up—thanks to their magazines and papers—with what is going on in the world in which they live, but of which they are not a part.

Education of the Races.

Upon the subject of the education of the races volumes have been written, yet as the conditions are constantly changing, the subject is far from exhausted.

The education of the negroes and the Indians involve many of the most serious problems of the day, and strangely conflicting views are held regarding the work by some of the deepest students of the subject.

History has repeatedly shown that whenever two distinct races are thrown together, one of three things is inevitable: one race is utterly exterminated, one is held in bondage by the other, or the two intermingle into one people—one nationality. There are no exceptions to this law.

This is being demonstrated to-day by the American Indian. This people is slowly dying out, being now practically confined in their narrow reserves, and the day is not far distant when the far-famed red man will be a thing of legend and history only. Their young men are being educated at the best colleges and universities in the country, but the extinction of the race seems pre-ordained.

This decay has been decidedly checked, however, by educational influences, and to these "influences" especial attention will be directed.

This proposition, when applied to the negroes in the United States has given rise to more than one heated debate, and has finally resolved itself into the many-sided "negro question," regarding which every section has different and, incidentally, the "only correct" views.

It has been demonstrated that the white race is not to hold the other in servitude; that the two races are individually separated by unsurmountable obstacles in the form of race prejudices is an undisputed fact. That the negroes are increasing rather than diminishing, is likewise indisputable. Thus the subject is exhausted. Of the three results, one of which has been proven inevitable, none have come to pass, and working with this before them, the educators are seeking some "fourth dimension," as it were, in the form of educational influence, with which they hope to solve the problem.

School Books, Equipments, and Buildings.

In this department of the general subject will come the texts, different systems of instruction, etc. Models and drawings of schools will be displayed, as under the head of "elementary education," but as the models, etc., under this more advanced head are to include all grades of the school from the kindergarten to the university, the exhibits will naturally be more comprehensive.

School architecture, furniture, and general appliances exercise a decided influence over the mind of the student, and have been recognized as one of the most potent factors, in an indirect way, of education.

Upon these are founded what is termed the "atmosphere" of the institution, which in turn begets enthusiasm, leading to interesting work, application, and success. These are bound up in the pregnant term "Alma Mater," so dear to every college man, who, knowing what it means to him, imagines with wonder the utter blankness of the life and ideals of the young man who can point with such words to no institution, college, or university.

Agricultural Education.

Under this division will be the exhibits from the schools and colleges of scientific farming, which is being recognized as so important, particularly in portions of the great West, where, under the magic touch of men who know, barren wastes have been transformed into fertile fields and gardens.

In connection with this will be the experimental

work being done by the hundreds of stations scattered broadcast over the United States, where innumerable tests are made, and Nature's most hidden and close-guarded secrets discovered and given out for the benefit of the farmers and agriculturists, truckers, and gardeners.

Physical Culture.

The last division under the above head includes gymnasium and field athletics of all kinds, from the simplest position exercises to the cross-country, relay, and hurdle races, baseball, football, and, in fact, all feats of strength, skill, and endurance.

With the drawings and plans of gymnasiums will, of course, be the equipment; horizontal and parallel bars, chest weights, dumbbells, Indian clubs, flying rings, etc., together with plans for the baths.

In connection with the field athletics, drawings of graded fields will be displayed, together with incline cinder tracks for the relay teams, sprinters, distance runners, and hurdle men.

This department has been recognized as one of the strongest factors in the popularity of colleges. It has been held that football bears the same relation to college work that bull-fighting does to farming, but the vote of the college men in the United States, if taken to-day, would be in the nature of a landslide against any such sentiments. They all want their athletics—clean athletics—and it is doubtful if anything can change them.

Childhood.

By L. R. KLEMM, Washington, D. C.

There has recently appeared a German work of great value on the subject of childhood in all its bearings in the life of the nation.* It deserves the attention of thoughtful readers, especially of parents and teachers. It is a collective work dealing with all the important problems of child rearing. Each chapter or sub-chapter is written by an authority of his subject, and the whole collection is edited by Adele Schreiber. Nothing can give as clear an idea of what the work is intended to do, as a bare statement of its contents. After an introductory chapter on marriage, propagation, and heredity, the first volume treats of body and soul of the child. The following subjects are treated separately: (1) The child's beauty, (2) its body, (3) baby nursing, (4) physical exercise, (5) hygiene of the nursery, (6) hygiene during school age, (7) the child's growth, (8) nutrition, (9) special senses, (10) clothing, (11) contagious diseases, (12) first aid in accidents and sickness. Each of these subjects is written up by a specialist. The chapter on the child's soul is subdivided into: (1) Soul life in general, (2) ethical perception, (3) instinct for play and art, (4) nervousness among juveniles, (5) suicide among children, (6) juvenile criminality, (7) character and temperament of children, (8) the child and its environment.

The third part of volume one deals with home education exclusively, namely: (1) The nursery and its equipment, (2) development of language and its disturbances, (3) occupations and plays in childhood, (4) picture books, (5) character training, (6) occupations and handiwork for boys and girls, (7) art in the life of the child, to which belong: (a) artistic seeing, (b) drawing, (c) plastic art, (d) the musical ear, (e) pupils' concerts, (f) the child on the stage, (g) mimic performances; (8) reading matter for children, (9) the child and its environment, (10) the child and nature, (11) gymnastics and social games, (12) dancing, (13) general summary of character training, (14) religious education,

* Das Buch vom Kinde, ein Sammelwerk für die wichtigsten Fragen der Kindheit. Von Adele Schreiber, Leipzig. Teubner, 1906; 2 Bände.

(15) ethical education, and (16) social education.

The second volume treats of public education and scholastic institutions: (1) Great educators, (2) kindergarten, (3) school systems, (4) modern methods of instruction, (5) co-education, (6) school hygiene, (7) school and home, (8) elementary schools, (9) supplementary schools for boys, (10) secondary schools for boys, (11) supplementary schools for girls, (12) secondary schools for girls, (13) preparatory schools for higher education, (14) institutions for orphans, and reform schools, (15) other institutions such as vacation colonies, recreation camps, school excursions, schools in the woods, asylums, baby homes, children's kitchens, dairies, school savings banks, life insurance for children, (16) rural homes for the education of weaklings, (17) dormitories and military training for boys, (18) dormitories and domestic science schools for girls.

The education and training of defective children has a separate chapter. It contains treatises on (1) institutions and methods for deaf-mutes, (2) for the blind, (3) for weak-minded children, (4) for cripples.

The child in society and in law is discussed in another part of this work. We find there the following subjects: (1) The child in statistics, (2) in criminal law, (3) in civil law, (4) guardianship, (5) illegitimate children, (6) abuse of children, (7) child

labor, (8) protection of children, (a) legal, (b) charity provisions.

The last, but by no means the least important part of the work deals with (1) selection of professions and occupations for boys, (2) educational requirements for certain professions and the prospects opened by certain preparations, (3) occupations for boys of simple elementary education, (4) similar advice for girls, (5) the different professions and occupations open to girls, (6) higher education for girls.

I beg to repeat that each chapter or sub-division has its own competent author, hence that the work is a cyclopedia of childhood without the superficiality usually exhibited in such a work. Every subject treated is complete in all its bearings and offers satisfactory information and advice.

Of course, the work is a German publication, that is to say, it is not only written in the German language, but it also considers the German child, German laws, German institutions, German environments, German home and school life, German character, hence it could not help us much in this country if it were translated. But the plan of the work might be worked out from an American standpoint by some one who has leisure enough, and is well acquainted with writers of note in sympathy with the cause to enlist them to contribute their share to the making of such a book. A work of this kind would be a monument of enduring fame.

Programs for Nature Study Clubs. VIII.

By HELEN N. DODD, Glen Ridge, N. J.

Subjects.

The Nesting of Birds.
The Solitary Wasps. The Social Wasps.
Current Topics in Nature World.

Nesting of Birds.

What decides the nesting period of migratory birds? How is it in regard to the permanent residents of the tropics? How often do birds nest during the year? At what time of year do the hawks and owls nest? See great horned owl, marsh hawk, and barred owl. Why do they nest earlier than other birds? What do birds seek in selecting a site for nesting? What are some of their methods for securing protection for their homes? Some of the materials used for building? Does the male or female construct the nest? What are the methods of the fish-hawk and oven bird? Does a bird's temperament affect its choice of a building site? How do its tools—viz., bill and feet—affect the kind of nest built? Do their feeding habits have anything to do with character or site of nest? Inherited instinct shown in methods of building? Cite the queer custom of crested fly-catcher? How soon are the eggs laid after completion of nest? How greatly does the number of eggs laid vary? What frequently happens if an egg is stolen from the nest? How long is the period of incubation? How do the eggs of praecocial birds—young, hatched with covering of down—compare with eggs of altricial birds—young, hatched naked? How does the feathered or unfeathered condition of young affect kind of nest built? Nest of American crow? When does nesting season begin? Where is the nest usually built and what materials used? Form of the nest? Number of eggs, color, and size? How many broods reared in a season? Use same method in regard to each of the following birds named, as in describing crow's nest: White-breasted nut hatch, American robin, flicker, hairy and downy woodpeckers, chickadee, Baltimore oriole, red-winged blackbird, chimney swallow, and barn swallows. Bring specimens, when possible, as well as pictures. For illustrations see Dugmore's "Bird Homes."

Solitary Wasps.

SUPER FAMILY. SPHECOIDEA.

The solitary wasps as distinguished from the social wasps? What is the home of the solitary wasp like? How do they provide food for their larvae? Are there workers as well as males and females in the solitary wasp families? What is the method of obtaining food of wasps belonging to the family of Oxybelidae? Where do the family Crabronidae make their burrow? The kind of insects stored in the cells for food? Some interesting habits of the genus *ammophila* which contains insects that use tools in their work? Where do the mud-daubers or mud wasps build their nests? How is the food and egg packed into the cell?

Social Wasps.

SUPER FAMILY. VESPOIDECE.

Are the communities of the social wasps as perfect as those of honey bees or ants? Do the workers lay eggs? What are the difficulties in the way of studying the social life of wasps, hornets, and yellow jackets? Describe structure of wasps' nest. The development of the larvae. How is it kept in place in its cell? Are the same cells used more than once? How long a time does the period of growth occupy, from egg to full grown wasp? When are the males and queens developed? What becomes of the males and workers in winter? Where do the females pass the winter and how do they found new colonies in the spring? Do the wasps begin at the top or bottom in constructing their nests? How many cells have the nests of the bald hornet been found to contain? A yellow jacket's nest? Where is the nest of the bald hornet found? Where does the yellow jacket build its nest? What is the comb of another social wasp, the *Polistes*, like? What does it feed upon and where is it found? The size and thickness attained in the nests of some tropical wasps? The potter wasps of the family *Cumenidae*. Consult Holland's book on subject, and George and Elizabeth Peckham's "Instincts and Habits of Wasps."

For Los Angeles in July.

By the Way.

By ROBERT O. HOEDEL, Los Angeles, Cal.

In spite of all that has been said, Los Angeles is still the Banner Convention City of the country, and in bringing the National Educational Association there in July the teachers and their friends may feel that no better place could have been chosen. But much as Los Angeles has to offer, and many as are the side trips which can be taken from there, it must not be forgotten that there are many points by the way which are well worth seeing. When one considers the diverse routes that may be taken to the City of the Angels, and the liberal privileges in the matter of stop-overs, it can easily be seen how much of the country will be open for study and investigation. There is no expense connected with the stop-overs, and for additional trips from various well-known points additional concessions have been made by all the railroads.

It is always a point gained to combine business with pleasure, and yet it is always a pleasure to see points of general and historical interest at first hand.

It matters not whether you take your journey by routes in the north or south or central, whether you come one way and go another, you cannot miss many things you want to see. Whether you take the Mormon route thru the Salt Lake district, the Palisades, and the Devil's Playground; whether you take the far north road followed by the Lewis and Clark exploring party; whether you come straight thru on the line of the first railroad, or wander southward thru the country of manna and Indians, no matter which way you come you will be traveling over the road of the pioneers, over a road made famous by histories of hardships and conquests, and by fairy tales of gold and beautiful flowers. And you know before you come that all these tales are true and you realize after you have come that all fairy tales are true and that you are in an enchanted land.

You will see the things you have read and heard about, the things you have taught the children about, and the half has not been told. There is Pike's Peak, with its 14,147 feet and its cog-wheel railway; there are the coal mines at Colorado Springs, which will not appeal to the members from Pennsylvania; there are Yellowstone Park and the Grand Canyon of Arizona; there is the Garden of the Gods with its Cathedral Spires and Gateway Rocks. There is the famous Cave of the Winds on the Temple Drive to Williams' Canyon. There are the gorgeously-hued Rainbow Canyon and the quiet gray and brown Palisades.

There is the Petrified Forest with the gigantic tree-trunks lying prone 200 feet in length, hard and lifeless, but rainbow-hued. Whichever route is chosen, world-famed sights will be on every side. Sights old and new, from the adobe settlement of Isleta, where shepherds and weavers, potters and farmers live to-day as Coronado found them living in 1540, to the startlingly new towns of Tonopah and Beatty, where life has just begun, but is as business-like and bustling as busy Wall Street.

It has been said that the West is a new country, and so it is, but it is also a very old one. Long before the Pilgrims landed on the rock-bound Eastern shores, Coronado and his conquistadors had explored the Rockies and visited the Grand Canyon; had conquered Tusayan, now called Hopiland, and left some of his followers to live among the Hopis. Then there is the Indian town of Laguna, founded "as recently as 1699," where sweet-voiced women

and girls go about with water-jars on their heads looking like pictures of Palestine.

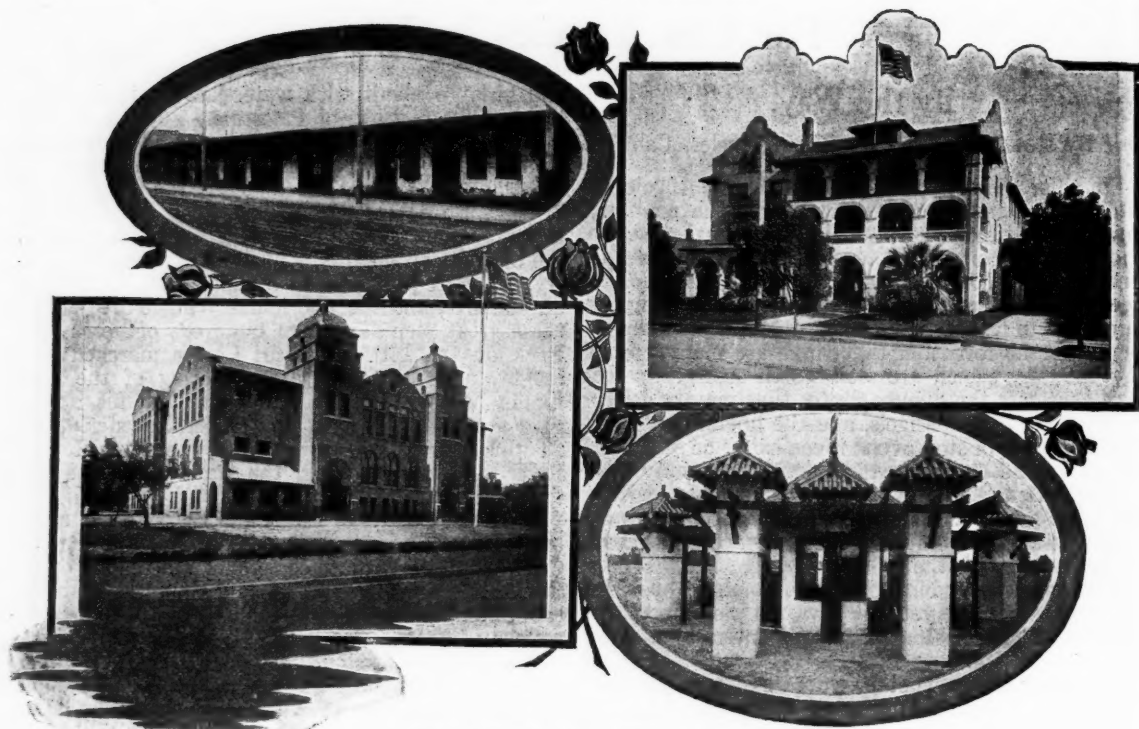
Memories of the "late unpleasantness" cling about Apache Canyon, where Kearney's Army met the Mexicans in 1847 and the Blue and the Gray fought in '62. Stories of Drake and Juan de Fuca, of Bering, Cook and Vancouver, of Wilkes and Gray, are brought to mind thru all the Puget Sound country. The ice pinnacles on Mount Hood, the Punta de Martires, and the aboriginal Whulge are just as these great men saw them hundreds of years ago. Back on the Little Missouri Custer marched and fought, and amid the vivid coloring of the Bad Lands, Roosevelt lived and worked on his ranch. Fact and fiction, ancient and modern, cluster about all this storied Northwest from where the Rogue River rushes down from the stately Siskiyou to the peaceful valley of the Southland.

From the haunts of Lewis and Clark to the cloisters of Ramona, the whole length of the Pacific Coast is filled with memories of the olden days. Sutter, Fremont, and Sloat, and the adventures of the valiant pioneers of '49 run thru the hills and valleys of the bay country. In Yellowstone Park—beautiful Yellowstone, of which the Englishman says, "Neither the Swiss Lakes, nor the Italian Lakes, nor the lakes of Killarney, neither the lakes of North America, of South America, nor of Africa, not one of these can surpass the lake of the Yellowstone." In this park, among the Quenit Indians are found relics of the old days when the trading in this country was done by the Hudson Bay Company, and we find these tribes still using Willow ware, for which their forefathers traded hides and furs. Here are elk and antelope, herds of buffaloes, geysers, and cliffs of obsidian glass and petrified mountains, brimstone hills and colored terraces, here the old and the new mingle, the barbarian and the civilized stand side by side.

Then there are always the Missions. In the shade of their quiet cloisters one can picture the days of



The Old Stairway, San Gabriel Mission, Los Angeles County.



The Old and the New Los Angeles—1771-1907.

the faithful old padres and realize that there was a time when Los Angeles was called Puebla de Nuestra Senora la Reina de Los Angeles (Town of our Lady of the Queen of the Angels), as is still seen in the old inscriptions. It was then that California was one cordon of missions from San Diego to San Francisco, 700 miles from north to south. Twenty-one missions there were, one day's journey apart, so that the pilgrim heard matins at one and vespers at the next. Nineteen of these are still in existence but now it takes but one day to go from San Diego de Alcala to San Francisco Solano, the extreme

northern and southern points of the cordon. El Camino Real, the royal road down which the old padres trudged, is now a motor car highway, over which the cars whiz like streaks of light. Every mission is within easy reach of the railroad.

One forgets all this modernity when once in the shadow of the adobe walls, and falls into the spirit of the time when Father Junipero Serra began the Christianizing of heathen California by founding the Mission to Saint James of Alcala. Here at San Diego, in 1769, was started the conquest of the heathen Indians by the fathers of the Roman Church.



Sunnycrest, Home of Mr. and Mrs Robert J. Burdette, Pasadena.

Their next mission was begun twenty years later and was named in honor of Louis X. of France, who was a member of the Tercer Order of the Franciscans. At San Luis Rey the first Indian convert was baptized and now after surviving the storms and earthquakes of 200 years it is in use as a religious school, and is easily the most poetically environed of them all.

San Juan Capistrano, of tragic memory, has had as many trials and vicissitudes as its patron saint, John Capistran, the gallant warrior priest who fought so valorously at Belgrade. Tho it has twice been destroyed by earthquake and was one time the rendezvous of the buccanneer Bouchard, it still stands, and its rough stone arches and high bell-tower rise impressively amid the ruins of the old Spanish garden.

All the way up thru them all, past imposing San Gabriel, with the old grape-vine under whose shade Ramona sat, past stately San Fernando with its sentinel palms, thru San Buenaventura's walled garden in the heart of the town, up to Santa Barbara, so wonderfully preserved, with its inner sanctuary where no woman has ever been, with the exception of Mrs. McKinley, stopping at those dedicated to Saint Agnes, to Anthony of Padua, to our Lady of Solitude, and all the others until we come

to San Francisco, the new city, the modern city, rising amid the ruins of the frontier town of olden days, where the Mission Dolores, the Church of Sorrows, still stands, while modern buildings lie fallen all around. Articles and stories have been written about San Francisco the Fallen, and San Francisco Rising from the Ruins, until almost every one knows pretty well what to expect there. It is a sight to see and remember, something to tell to one's grandchildren, the great catastrophe of the times.

From San Francisco to Alaska seems a long journey, but in reality it is only twenty-one days there and back, and the trip by steamer, hugging the coast in and about the many little islands, is one long delight. Here is a country of which has been said, "The Yosemite Valley is beautiful, the Yellowstone Park is wonderful, the canyon of the Colorado is colossal, and Alaska is all of these." There are easy trails to the beautiful lakes and waterfalls and to Taku; Davidson and the great Muir glacier are part of the regular itinerary. There is a journey down the Yukon thru Lake Bennett, Miles Canyon, Five Finger Rapids, and all the interesting places so well known from reading Jack London and other tales from the "Great White Silence."

Nearer San Francisco, and fully as interesting, is beautiful Marin County, with grand old Tamalpais, overlooking the island-dotted bay, and classic Berkeley, the Athens of the West. During the summer months there will be a session of college, when leading educators of this country and from across the water will give lectures and instruction to all who wish to attend.

Then there is Stanford, nestling among the hills, and the fruitful Santa Clara valley and the army and navy yards around the bay, and the Presidio and the fortifications and so many, many others that are so easy to get at and so interesting to see and that take so little time and money, that it is a crime to miss anything.

The American people are just awakening to the wonders of their own country, and here in the great West where are evidences of history, old and instructive, and of history in the making, of old towns and peoples, of worn-out civilizations and hurrying new advances, here is the place to see the world as it was and the world as it is. There is much to learn in the adobe villages and of the slow-minded Indians and in the mining camps and new towns that are springing up thru the new country of gold and promise.

The West is always new and the West is always old, and the West is always interesting, and the West is always livable, even in July. The rates are reasonable, accommodations comfortable, the country delightful, and aren't you glad you're coming?

The State Librarian of Maine has arranged a plan for supplying summer visitors with reading matter. The plan consists of traveling libraries of fifty volumes each. These will be sent to towns upon request, for transportation charges only.

Now is a good time to begin taking Hood's Sarsaparilla, the medicine that cleanses the blood and clears the complexion.

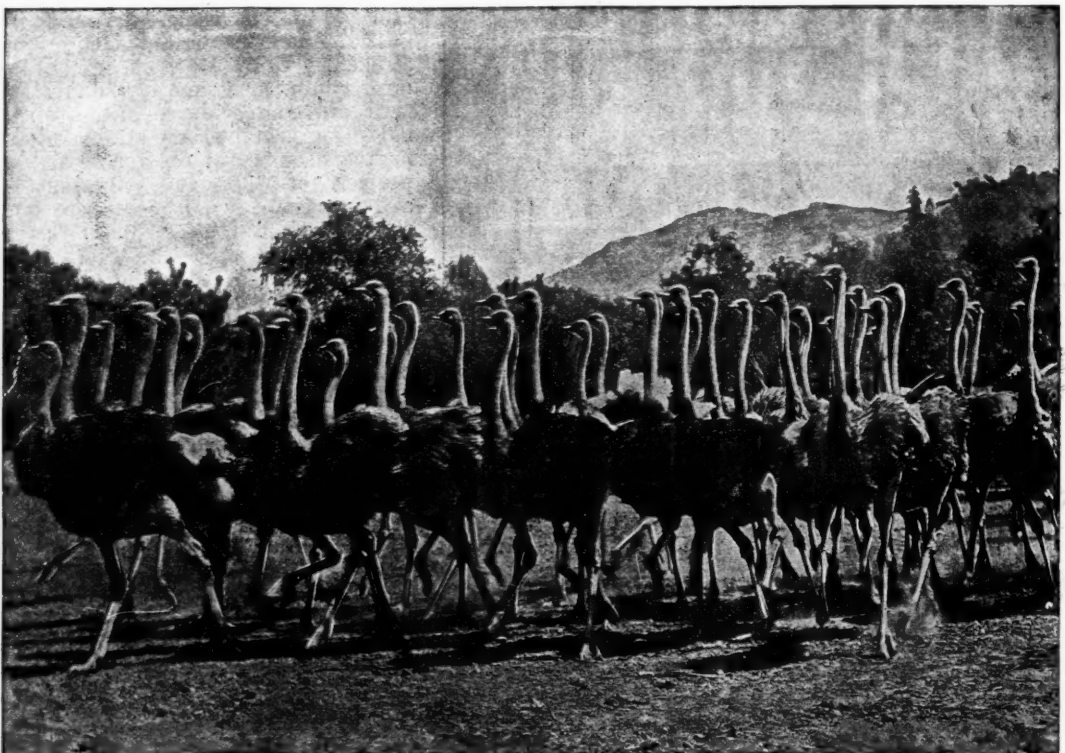


Chamber of Commerce Building, Los Angeles.

Summer Schools.

June 17-July 27—Summer School, University of Minnesota, Minneapolis, Minnesota. Address George F. James.
 June 17-August 3—Summer School, Drake University, Des Moines, Iowa. Address W. F. Ban, Dean of Normal School.
 June 17-July 27—Summer Session, State University of Iowa, Iowa City, Ia. Address G. E. MacLean, president.
 June 17-August 19—Special Summer Term, Ohio Northern University, Ada, Ohio. Address A. E. Smith, D.D., Ph.D., president, Ada, Ohio.
 June 17-July 26—Summer Term, Morningside College, Sioux City, Iowa. Address W. S. Lewis, president.
 June 17-July 26—Intercollegiate Summer School, University of Nebraska and Nebraska Wesleyan University. Address Registrar, University of Nebraska, Lincoln, Neb.
 June 17-August 12—Summer Session York College, York, Neb. Address W. E. Schell, president, York, Neb.
 June 17-July 27—Summer Term, University of North Carolina, Chapel Hill, N. C. Address F. P. Venable, president, Chapel Hill, N. C.
 June 17-July 27—Summer School, University of Colorado, Boulder, Colorado. Address Secretary.
 June 18-August 13—Summer School, Highland Park College, Des Moines, Iowa. Address O. H. Longwell, president.
 June 18-August 4—Summer School, Lincoln Institute, Lincoln City Mo. Address B. F. Allen, president, Jefferson City, Mo.
 June 19-July 31—Summer School, University of Virginia, Charlottesville, Va. Address Secretary, Charlottesville, Va.
 June 20-August 28—European Summer School. Address Bureau of University Travel, Trinity Place, Boston, Mass.
 June 24-August 3—Summer Session, University of California, Berkeley, Ca. Address Recorder of the Faculties.
 June 24-August 2—Summer Term, Western State Normal School, Kalamazoo, Mich. Address D. B. Waldo, principal.
 June 24-August 3—Summer School, West Virginia University, Morgantown, W. Va. Address Waitman Barbe.
 June 24-August 2—Summer School, Denver Normal and Preparatory School, Denver, Col.
 June 24-August 2—Summer Session, University of Michigan, Ann Arbor, Mich. Address J. R. Effinger.
 June 24-August 2—Summer School, Ohio University, Athens, Ohio. Address H. G. Williams, dean of Normal College.
 June 25-August 2—Summer School, University of Tennessee, Knoxville, Tenn. Address P. P. Claxton, superintendent.
 June 25-August 2—Summer Session, State Normal School, San Jose, Cal. Address M. E. Dailey, president.
 June 27-July 31—Virginia State Summer Institute, Emory and Henry College, Emory, Va. Address W. Clyde Locker, Roanoke, Va.
 July 1-October 31—Summer Courses for Foreign Students, University of Dijon, Dijon, France. Address Ch. Lambert, 10 Rue Berbissey, Dijon.

July 1-August 23—Summer Session, Fisk University, Nashville, Tenn. Address B. R. Parmenter, principal of Summer Session.
 July 1-August 3—Summer Term, University of Maine, Orono, Maine. Address J. S. Stevens, dean.
 July 1-19—Summer School, New York University, New York City. Address J. E. Lough, Ph.D., director of Summer School, Washington Square, New York City.
 July 1-August 9—Summer School at University Heights, New York University, New York City. Address Secretary.
 July 1-26—Summer Session, Interstate Normal, Norfolk, Va. Address R. A. Dobie, 25 William Street, Norfolk, Va.
 July 1-August 2—Summer School, University of Georgia, Athens, Ga. Address David C. Barrow, chancellor.
 July 1-August 9—Summer Session, Oshkosh State Normal School, Oshkosh, Wis. Address B. Mack Dresden, 229 New York Avenue, Oshkosh, Wis.
 July 1-August 3—Summer School of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill. Address T. C. Burgess.
 July 2-August 24—Summer Term, Kindergarten Training School, Grand Rapids, Michigan. Address Grand Rapids Kindergarten Association.
 July 2-August 9—Summer Courses, Harvard University, Cambridge, Mass. Address Secretary of the Faculty, 20 University Hall, Cambridge, Mass.
 July 3-27—Summer School, Connecticut Agricultural College, Storrs, Conn. Address R. W. Stimson, president.
 July 4-August 14—Summer Session, Cornell University, Ithaca, N. Y. Address D. F. Hoy, registrar.
 July 5-August 16—Summer School, Yale University, New Haven, Conn. Address Director of Summer School, 135 Elm Street, New Haven.
 July 5-August 16—Summer School, Syracuse University, Syracuse, N. Y. Address C. W. Hargitt.
 July 7-August 17—Summer School, Chautauqua Institute, Chautauqua, N. Y.
 July 8-August 19—Summer School, Whitewater Normal School, Whitewater, Wis. Address A. A. Upham.
 July 8-August 17—Summer School, University of Pennsylvania, Philadelphia, Pa. Address Dr. A. H. Quinn.
 July 8-27—Augsburg Summer School of Drawing, Chicago, Ill. Address E. S. Smith, 228 Wabash Avenue, Chicago, Ill.
 July 9-August 17—The summer session of the Columbia University will be held in New York City. For particulars address the secretary, Columbia University, New York, N. Y.
 July 15-August 24—Summer School, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J. Address Secretary.
 July 22-August 24—Summer session, Stout Training Schools, Menomonie, Wis. Address L. D. Harvey, superintendent.
 August 5-24, and September 2-21—Cours de Vacances de Lycée de Jeunes Filles de Versailles, Versailles, France.



The Ostrich Farm at South Pasadena, Reached by Electric and Steam Roads from Los Angeles.

The Educational Outlook.

More than one hundred and fifty women started the Woman's Educational and Improvement Association at the Overbrook School, Philadelphia, on May 24. There was a great deal of enthusiasm and the members all seemed anxious to become a force in the improvement of the schools and in other movements for civic advance.

Prof. William R. Hart, of the Nebraska Normal School, has been named by the faculty of Amherst College for the head of the new department of agricultural education to be established at Amherst with the beginning of the fall term. The department aims to promote agriculture by training students to teach agriculture both as an art and as a science, not only in technical schools, but more especially to work for the advancement of agriculture in the public schools.

On May 27 Judge Thomas G. Windes in the Circuit Court of Chicago, dismissed the petition presented by eight of the members of Chicago's School Board who had been discharged the previous week by Mayor Busse. The petitioners sought to restrain the Mayor by means of injunction from ousting them or appointing new members before the expiration of their terms. Judge Windes' decision gives the Mayor the power to appoint and to dismiss members of the Board of Education.

At the meeting of the Kentucky Educational Association at Winchester, June 18 to 20, the educational committee of the Woman's Club will report a plan for establishing schools in the mountain districts of the State.

Taxpayers Enlist in Salary Fight.

The teachers of Davenport, Iowa, have petitioned the Board of Education for larger salaries. Five years ago they received an advance which amounted to less than eight per cent. Aside from this, salaries are the same as they were twenty-five years ago.

A pleasant feature of the teachers' campaign is that it is being backed by the taxpayers. The people who pay for the schools have thus expressed their wishes:

"To the Board of Directors of the Independent School District of Davenport: The undersigned taxpayers in said district hereby endorse the petition of the grade teachers and German teachers for an increase in salaries to a minimum of six hundred dollars per year."

Stormy Board Meeting.

The meeting of Chicago's Board of Education at which Mayor Busse's removal of some of the members was announced, was stormy in the extreme. Under the advice of counsel a number of the ousted members contended for the right to be recognized as regular members. The meeting was opened by Mr. Larson, the secretary, reading the Mayor's notice of removal. Then came the roll call. When Mr. Hayes' name was not called in its usual place the gentlemen protested, and the other removed members followed suit. When the secretary announced nine members present Mr. Hayes once more protested, and President Ritter ordered Mr. Larson to call the other names.

"On advice of counsel I must refuse," said Mr. Larson, "except to call them as individuals." And this he did. The answer was the same in all but one case.

"Here as a member of the Board of Education," was the reply of Hayes, Mills, Robins, De Bey, Angsten, and Sonstebly. Louis F. Post, however, was

not content with such a short statement.

"I am present as a member of the Board of Education of the City of Chicago ready to do my full sworn duty and as a protest against the high-handed methods used by the Mayor—a proceeding that will be certainly tested by the courts of the State. I protest—"

The President announced a quorum, and disregarding Trustee Spiegel's motion to adjourn, on motion of Mrs. Blaine had the opinion of Attorney Maher read. This denied the Mayor's power of removal. Then the meeting was adjourned almost immediately.

A repetition of the above in somewhat milder form occurred when Miss Jane Addams called the meeting of the Board of Pensions to order.

Peace Day.

At the recent Lake Mohonk Conference United States Commissioner Elmer Ellsworth Brown said:

"Already a considerable movement is under way looking to the annual commemoration in the schools of the United States of the opening of the first Hague Conference, which occurred on May 18, 1899. Such a celebration seems eminently desirable, by way of laying due emphasis in the schools upon the vital relations of modern peoples one to another. I would accordingly recommend that, so far as consistent with the State and local conditions, the 18th day of May in each year be designated as a day of special observance in the schools."

"But," he added, "this after all is but a small part of what the schools ought to do to promote international arbitration. The best we can do in the long run is to foster the genuine spirit of arbitration and to establish those modes of thought that dispose men to arbitrate their differences."

Safe Schools Provided For.

Philadelphia has finally taken a firm stand for safe schools.

After opening bids for the erection of two new semi-fireproof buildings, one at Twelfth and Fitzwater Streets, and the other at Emerald and Orleans Streets, the committee reconsidered its action and, on motion of Henry R. Edmonds, president of the Board, decided to re-advertise the bids for fireproof structures.

The decision follows a protracted controversy between Councils and the Board upon the increased cost of school buildings. It is a victory for William T. Tilden, chairman of the property committee.

It was proved that in the matter of construction the entirely fireproof school-house costs little more than the semi-fireproof, and in point of durability and saving of repairs it is a better paying investment.

The two new structures will cost in the neighborhood of \$9,000 a division. Had they been non-fireproof the cost would have approximated \$8,000.

In order to avoid delay, after having secured new bids for buildings with iron girders and concrete floors, the property committee will ask the Board for power to award the contracts for the two schools under consideration without waiting for the action of the central body.

A Worker.

Superintendent Shaw, of Westmoreland County, Pa., has in his charge 910 schools distributed over a territory of 1,060 square miles and during the past winter he has visited them all, with a few exceptions. He has under his direction 961 teachers, who have in their care 38,687 pupils.

During 1906 Westmoreland County

paid for public education \$623,430.32, of which \$493,184.26 was collected from the taxpayers and \$130,246.32 was appropriated by the State. The average tax levy was seven mills. The average cost per month for each pupil in the county was \$1.61 and the average wages paid the teachers \$54.31. In wages paid to male teachers Westmoreland ranked ninth in the State with \$62.61, and in wages to female teachers fourth, with \$46.11.

The College Man and Peace.

Pres. Rush Rhees, of Rochester University, speaking of the place of the college in a movement for world peace at Lake Mohonk said:

"If our colleges can so develop the power and habit of close analysis and clear definition of the issues at all times when interests come in conflict and at the same time can cultivate a broad and inclusive sense of justice which will demand instinctively that right be done in the right way, I believe that a heaven will be placed in the lump of our social order, the spreading of which will serve significantly to advance the cause of judicial and rational treatment of the larger questions which arise where national interests seem to be in conflict."

Retirement Bill Passed.

The Governor of Pennsylvania has finally signed the Lydick bill, entitled "An act empowering boards of school directors, boards of school controllers, and central boards of education in school districts of the second and third class to establish and administer a teachers' retirement fund."

The essential provisions of the bill are:

That the school authorities in school districts of the second and third class are empowered to administer a teachers' retirement fund. The said fund shall consist of all funds available for like purposes, together with such additions as the board of school directors may from time to time prescribe, and such moneys as may be donated or bequeathed for such purposes.

Any teacher, principal, or supervising official retiring with the consent of the boards of school directors shall receive such annuity as the boards may prescribe.

Everything is left to the proper authorities and while the new law may be applied in Pittsburgh, Allegheny, and McKeesport in Allegheny County and to about thirty other cities in the State, there may be as many different methods of administering the law as there are cities concerned. Altho the law is wholly optional with the school authorities in school districts of the second and third class, which are identical with cities of the same classes, the teachers consider it a great step forward and practically a victory. They recognize that it is now up to them to educate public sentiment up to the point of approving the action of school boards in establishing and administering a teachers' retirement fund. Prin. C. H. Garwood of the Homewood schools, chairman of the teachers' state committee, which procured the passage of the new law, said that as far as Pittsburgh is concerned, the central board of education would not be asked to do anything until the teachers themselves have taken steps to establish a fund by self-imposed assessments. Meetings of various local committees will be held soon to devise plans for carrying out the provisions of the law and to suggest methods for administering the same thru a commission, as in other cities.

When the District School Fails.

Willet M. Hays, Assistant Secretary of Agriculture, recently expressed his views on the need of consolidation.

"Do I want to abolish the little red school-house?" asked Mr. Hays. "Yes. In a way I do. I would abolish it as Indiana and Ohio are abolishing it; by rural school consolidation. And then I would supplement the consolidated rural schools as Georgia is doing, where an agricultural high school has just been established in each congressional district in the State. Georgia and Alabama are setting an example which ought to be noted and followed by every State in the Union."

"What does school consolidation mean? It means doing away with four or five country 'district schools' and replacing them by a good-sized school, with a faculty of five or six teachers who are competent and have the equipment to teach children more than the three R's—to teach them the rudiments of agriculture and of the domestic arts. This means that a farmer boy will learn something about the best way to lay out a farm; and a farmer girl will learn something about the best way to sew, to cook, to dairy, and to run a home."

"Agriculture is becoming a great science. We are teaching it more and more in the higher schools—the agricultural colleges which are being established in every State. But what is the use of teaching it to four or five out of every hundred and leaving the other ninety-five or ninety-six ignorant of the rudiments, the first principles?"

Reformatory as School of Crime.

Principal Stahl has publicly denounced the methods in vogue at the John Worthly School of Chicago.

"Truly," said Mr. Stahl, "it has scant claim to be called a reform school. It can be called such only by courtesy. Any reformatory which does not segregate its boys according to age and degree of delinquency, does not give adequate manual training, and does not have at all times persons in charge of the boys who are properly qualified to aid in their development, can make little claim to being a reformatory in the true sense."

"There is one type of boy—only one I can think of now—whom we help. That is the boy who is naturally a good boy, but has become a little wild. That boy comes to us, dislikes the surroundings, is not led away with the other boys, and therefore hurries to get out. That boy seldom returns if he has half a chance when he gets out the first time."

"Most of the boys we get are easily led. They think it is the thing to learn all of the vice which older boys can teach them and we have some who are little less than criminals. You can easily see where the weak boys go."

Professor Harris Retires.

In the resignation of Prof. Elijah Paddock Harris, head of the chemistry department, Amherst College loses one of the oldest members of its faculty. For thirty-nine years he has been connected with the college. He was born in 1832 at Le Roy, N. Y., attended Luna Seminary and Genesee College and then was graduated from Amherst in 1855.

After a year or two of teaching he went to the University of Göttingen, where he received his doctor's degree. Later he taught at Victoria College and Beloit until 1868, when he went to Amherst.

Professor Harris is the author of a work on meteorites, manual of qualitative analysis, non-metallic chemistry, and lecture notes on general chemistry. He was given the degree of LL. D. by Victoria College in 1890. He will receive

an annual pension of \$2,200 for life under the Carnegie fund.

Associate Prof. Arthur J. Hopkins succeeds to the head of the department.

Normal School Re-Building.

A number of prominent men from the Mohawk Peace Conference attended the exercises in connection with breaking ground for the State Normal School at New Paltz, N. Y. The old buildings were destroyed by fire in 1904.

Addresses were made by Dr. A. S. Draper, State Commissioner of Education; David J. Brewer, United States Supreme Court justice; President Nicholas Murray Butler, of Columbia University, President Warfield of Lafayette College, Education Commissioner Shaefer, of Pennsylvania, President Charles W. Eliot, of Harvard, Elmer E. Brown, United States Commissioner of Education, and Dr. Lyman Abbott.

Justice Brewer, taking hold of the plough, guided it around the outside boundaries of the lot where the school is to stand.

Teachers' Assessment.

The bill which the Lower House of the Illinois Legislature passed not long ago would bring the interest on school funds up to one per cent. of the sums levied available.

Assessments of the teachers is made as follows: The teaching force is to be divided into four classes, according to length of service. From the salaries of those who have taught five years or less five dollars a year is to be deducted; from the salaries of those who have taught over five years and not more than ten the deduction shall be ten dollars. Between ten and fifteen years the assessment is to be fifteen dollars yearly, while after fifteen years' service the assessment is to be thirty dollars annually.

The companion bill provides for a board of nine trustees to be elected by the Board of Education, and for a graduated scale of assessments, the teachers to be retired with annuities after twenty-five years' service.

Founder's Day at Girard.

May 20 was observed as Founder's Day at Girard College, Philadelphia. It was the one hundred and fifty-seventh anniversary of the birth of Stephen Girard.

Girard College opened sixty years ago, with one hundred students. Now it has 1,500 male white orphans under its care, educating, feeding, and clothing them, preparing them to fight a good battle in life and to become the best of citizens.

Three members of the first class were present to join in the celebration.

A Capital Idea.

More than 1,000 teachers in Pittsburg and Allegheny belong to the reading circles which were established there two years ago.

Every member is required to read during the year three of a selected list of nine books, and send in to the local officer a review of the books each has read. A certificate is given at the end of each year and a diploma when the four years' reading course is completed. The Moorhead, Morse, Bedford, Allen, Mount Washington, and the Washington teachers have a regular club day when the principal and teachers meet to read and discuss the books of the reading circle course. The Washington teachers alone sent in last year 108 papers on reviews of the books.

Distilled Water.

The Thirteenth Ward School Board of Pittsburg is taking a fine advance step

in the matter of furnishing pure water for its 3,000 pupils.

A still is to be established at each of the five school buildings of the ward to provide distilled water. Each still will have a capacity of five gallons an hour, and be in each building where the pure air has the most inlet, as distilled water has tendency to absorb impurities. The stills will be large enough to have a reserve supply of distilled water always on hand. The Thirteenth Ward schools have been using filtered water for some time and are the first in the city to have stills.

Recent Deaths.

James Cusack, Principal of Public School No. 17, Brooklyn, died at his home, 611 Putnam Avenue, May 25. He was born sixty years ago in Ireland, and was educated at the Dublin Normal College. Mr. Cusack had taught in schools on Staten Island and in Jersey City. In 1887 he was appointed Principal of Public School No. 17 in Brooklyn, and has since been connected with that school. He leaves a widow.

Guy W. Eastman, an instructor in physics at Massachusetts Institute of Technology, was recently killed by a train at the Back Bay Station, Boston. He was crossing the track and did not see the approaching train.

Mr. Eastman, whose home was at 30 Pratt Street, Allston, was graduated from the institute in 1904, and went to Washington as a laboratory assistant in the National Bureau of Standards. He returned to the institute last year as an assistant instructor, and had just been made an instructor of physics by the corporation.

An intimate friend of the late Florence E. Tennyry, president of the Chicago Teachers' Federation, spoke of her recently, saying:

"I first met her when there was strife in the Federation in 1899. Since then we have been most intimate friends."

"Miss Tennyry was thought of most highly in the Federation as a teacher and leader in our movement. She was known to all of us as a most intelligent, conscientious, and high-minded woman. Her death means a great loss to our organization."

"Miss Tennyry was of a quiet and retiring disposition, but her thoughtfulness and forceful character impressed all who met her. She occupied the offices of vice-president of one of the districts and corresponding secretary, each for two years. Her worth was recognized by the members of the Federation and last March she was elected president."

The resolutions adopted by the Board of Managers of the Federation also makes mention of her naturally retiring disposition:

"Thru the years of our association with Miss Tennyry we came to know and to appreciate the worth of a woman whose natural impulse was to shrink from the public gaze, but whose steadfast principles did not permit her to falter whenever duty called. In Miss Tennyry's death the school in which she taught loses an efficient, faithful teacher, the organization of which she was president a wise and courageous leader, and her family a devoted and loving member."

When word of the death, on May 6, of the Rev. John Watson (Ian MacLaren) was received in London, W. Robertson Nicoll, editor of *The British Weekly*, cabled this tribute to *The Sunday School Times*, Philadelphia: "No man was more generally beloved of all the Britons I have known. He had the greatest affection for America. He loved the land and the people, and seriously thought, on his retirement, of settling down there as a private citizen."

In and About New York City.

Plans for the new Public School 159, Sutter Avenue and Grafton Place, Brooklyn, provide for sixty-six class-rooms, two kindergartens, two gymnasiums, two science rooms, and two baths, an auditorium, a playground, and a roof playground.

The Women Principals' Association of New York tendered a reception to District Supt. Grace C. Strachan, on May 25, at the Claremont Inn. Miss Strachan's aid in the "equal pay" campaign is greatly appreciated by the women in the New York schools, and the reception was one of the ways they have taken of expressing their thanks for her efforts in their behalf.

The Brooklyn Principals' Association recently gave a dinner in honor of some of the retiring principals of the borough. Among them are a number of well-known men, including Dr. John Mickleborough, Frank Green, Dr. James Cruikshank, Dr. Almon G. Merwin, Le Roy F. Lewis, and Elmer Poulsson.

The guests and speakers included City Supt. W. H. Maxwell, Pres. E. L. Winthrop, of the Board of Education, Controller Metz, J. Edward Swanstrom, former president of the Board of Education; the Rev. Dr. S. Parkes Cadman, and others.

A competition in folk dancing was held not long ago at Public School No. 44, Manhattan. After each class had danced its own particular dances, all of them danced the bleking, a Swedish dance.

The judges, Misses Marsh, Butler, and Beatties, decided that the 7A class had scored highest with fifty-five and one-half points out of a possible sixty. The 8A girls were second, with fifty-three and one-half. The gymnasium, where the competition took place, was tastefully decorated with flags, bunting, and trophies of the school.

On May 31, Miss Wilhelmina M. Bonesteel, principal of the primary department of Public School No. 53, celebrated the fiftieth anniversary of her appointment as a teacher in the New York schools. A special "golden jubilee" program had been arranged and brief speeches commendatory of Miss Bonesteel's splendid work were made by the visiting school officials and principals.

Miss Bonesteel will retire in September.

The Governor's Veto.

Governor Hughes' veto of the "equal pay" bill is naturally a disappointment to the women who have worked so earnestly for its passage, but it is not a surprise. It became apparent some time before the decision was announced, what the decision would be. Disappointment, however, does not spell discouragement to the women teachers of New York, and the campaign is to be carried on with increased vigor. Many of the supporters of the bill feel that the following extracts from the Governor's message really uphold the principle for which they are contending; and that their appeal to the Legislature is justified:

"The Board of Education is thus directly subject to the control of the Legislature, and whatever provisions may be found necessary or wise for the purpose of defining its powers or prescribing its policy must be prescribed by the Legislature. No other authority is competent to make such provision.

"But, while the Legislature has power

A writer in the *Medical World* says that as a pain reliever nothing equals anti-kamnia tablets. He says they do not depress the heart, but rather strengthen it. The adult dose is two tablets. They are obtainable from all druggists, and precaution would advise keeping some about the home.

to deal with every phase of the matter, the course which experience approves is that certain general principles of action should be laid down, and that within these principles freedom with reference to details of management should be left to the subordinate body acting with peculiar knowledge of local conditions."

Tribute to Miss Buckelew.

The following resolutions are the New York City Teachers' Association's official tribute to the memory of the late Sarah F. Buckelew:

"In view of the long and faithful record of our late treasurer, Sarah F. Buckelew, and because of her remarkable service as a principal, this association deems it a matter of duty, as well as inclination, to place on record its unanimous appreciation of her ability, her personal worth, and her long and successful career.

"It is well to take time and labor to bring to public notice the quiet but thoroly efficient citizen (man or woman), who does his or her work all the better, because it is done quietly and with unassuming dignity. Miss Buckelew was pre-eminently one of that type. In every sense of the word she was a faithful public servant, an efficient teacher, a loyal friend, a good woman.

"In all her long connection with the Association, she was ever a devoted upholder of the moral, as well as the professional rights of the teacher.

"Her virtues and her work deserve commemoration."

A memorial tablet, suitably inscribed, will be unveiled at a later date.

School for Deaf Mutes.

It has been definitely decided that the city shall make experiments with instructing deaf mutes. For this purpose a school is to be opened at the building now occupied by the Stuyvesant High School on East Twenty-third Street.

The matter was brought to the attention of the Board of Education last January, by the Rev. H. Pereira Mendes.

Associate Superintendents Edson and Straubenmuller some weeks ago visited Hartford, Northampton, and Boston, and investigated the schools for deaf mutes in those cities. They were particularly impressed with the day school conducted by the Boston Board of Education, and in which the labial system is employed.

The report which the Board adopted favored the plan of instituting one school as a test of the practicability of the city's undertaking the work. Some of the principal objections which might be raised were thus answered in the report:

"It will be claimed that it would be more convenient for the afflicted children to have single classes in individual schools rather than to have one considerable school. The answer to this objection is that with separate classes there can neither be proper grading of the pupils nor efficient supervision of the teachers. Moreover, our experience with the transportation of children in the outlying districts of the city shows that it is perfectly feasible to furnish means of transportation for children from considerable distances to a central school.

"It will be claimed that, inasmuch as children will come from considerable distances and have not the use of all their senses, it will not be practicable to let them go home to lunch.

"Here, again, the objection is not well taken. Many of the children will bring their lunches, and it will be possible to provide lunches at a cheap rate as is now done in the high schools."

Board to Raise Salaries.

It is expected that at its meeting on June 12 the Board of Education will

take up the salary question in earnest.

Some of the members of the Board believe that the by-law committee should be intrusted with the task of preparing the new schedules, while others think that the question is one that should be referred to the new special committee on "arbitration." As the matter is of so much importance it is probable, however, that the commissioners will decide to appoint a special committee. This committee will continue its investigation during the summer months, and will present its report early in the fall, in time to have provision for the higher salaries incorporated in the budget estimate to be submitted in September.

If the Board of Estimate grants the necessary funds the new schedules will be put into effect on January 1. If the additional funds are not granted the teachers will appeal to the Legislature to pass a bill increasing the mandatory school fund from three to four mills. This provision was incorporated in the "equal pay" bill.

Work of Truants Exhibited.

A chance to judge of the work done by the school for truants and delinquent boys at Public School No. 120, Manhattan, has been afforded by the recent exhibition. It opened with public exercises, the chief feature of which was a debate on the merits of the various class heroes. After two short addresses by Commissioner Robert L. Harrison and Mr. Henry N. Tift, former president of the Board of Education, the principal, Miss Olive M. Jones, invited the guests to spend the remaining hour in an inspection of the work on exhibition in the halls and office, and in visits to the classrooms where the various forms of work had been resumed. Great interest was manifested in the method of group work in use in two rooms, in one of which is an "E" special of the first and second years, and in the gymnasium drills and athletic exercises in the playground.

American Ethical Union.

At its recent convention in New York the American Ethical Union adopted a Constitution. It provides for an executive committee of fifteen members, five to be appointed by the leaders and ten to be elected by delegates, each society being represented by at least one delegate, and an additional one for each fifty members on its roll.

A committee on fellowship is provided for, which will pass upon the standing and aims of all societies seeking admission to the union, and will possess disciplinary powers. To provide an income for the union each society will be taxed three per cent. of its annual contributions, exclusive of legacies and gifts.

In its statement of purposes, the Constitution follows the outline of that of the International Ethical Union, which is composed of societies in Great Britain, Germany, France, Austria, Italy, Switzerland, New Zealand, and organizations recently formed in Japan.

Scrofula

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It may then produce dyspepsia, catarrh, and marked tendency to consumption, before causing eruptions, sores or swellings.

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Mr. Carl J. Kroh, Professor of the Teaching of Physical Training in the College of Education of the University of Chicago, will be President of the Normal College. Courses are open only to high school graduates who are physically sound and well-formed. Courses lead to certification, title, and degrees, as follows: One-year course, certificate of teacher of physical training for elementary schools; two-year course, title of Graduate in Gymnastics (G. G.); four-year course, degree of Bachelor of Science in Gymnastics (B. S. G.); graduate courses, degree of Master of Science in Gymnastics (M. S. G.). College year begins Sept. 19. For illustrated catalog for 1907-1908, address

NORMAL COLLEGE N. A. G. U.,
Lock Box 167, Indianapolis, Indiana

Financial Needs.

The committee on buildings presented a report to the Board of Education at its recent meeting, in which a request for over \$11,000,000 was made.

The committee reported that there was less than \$500,000 now available for new buildings, and that the appropriation requested was needed at once. The \$11,000,000 will be devoted to the following purposes:

For the equipment of new buildings and additions under construction	\$ 1,975,990
For new buildings and additions to be erected on sites owned by the city, plans for which are practically ready	3,170,500
For the erection of new buildings or additions to various high schools; sites are owned by the city	1,925,000
For the new building to be used as a depository, Board of Education	600,000
For the erection of new buildings and additions on sites owned by the city for elementary schools	3,666,000

Total \$11,337,490

At least \$3,500,000 is needed at once.

Special stress is laid by the committee upon the fact that so much work is actually advertised or ready to advertise, that there is no question but that the fund will be absolutely depleted within the next two weeks.

The report states that buildings on sites at present owned by the city would furnish additional class-rooms to the different boroughs as follows: The Bronx, 226, Queens, 214, Brooklyn, 124.

Art Class Exhibit.

One of the most interesting features of the exhibit of the work of the art classes of the Brooklyn Teachers Association was the demonstration of the classes in basketry, weaving, and book-binding, of which Miss Evalyn M. Griswold is the teacher. About twelve of her pupils volunteered to show how the work of the class had been conducted, and the methods by which baskets and mats are made and books bound attracted a great share of the attention.

The exhibits of the work of the drawing class, Edward N. Reser, teacher; the class in water-colors, Miss Anna S. Fisher, teacher, and the class in design, Miss Lillian MacCinchey, teacher, were also of great interest.

At its annual meeting the Alumni Association of the New York Training School for Teachers elected the following officers: President, Leo I. Kearney; vice-president, Miss S. Edna Springer; recording secretary, Miss M. Lucy Gavin; financial secretary, Miss Margaret Killian; corresponding secretaries, Misses Emma Da Parma and Juliet Pons; treasurer, Miss Helen Regan; executive committee members Milo F. McDonald, Miss Janet Crowley, E. A. Fitzpatrick, Miss Anne Russell, Ignus O. Hornstein, Miss Genevieve Roberts, John Avent.

Here and There.

N. E. Blackmar will leave the superintendency of the schools of Iowa Falls to take a similar position at Iowa City.

Walter S. Painter, of Damascus, O., has been chosen superintendent of the schools of Upland, Ind. Miss Lucile Hanna will take the place of assistant principal at Upland.

The East Middlesex Teachers' Association, at its recent meeting at London, Ont., elected the following officers:

President and Librarian, Mr. P. J. Thompson; Secretary, Miss Blanche Hayes; Treasurer, Mr. George Duncan; First Vice-President, Mr. H. A. McFayden; Second Vice-President, Mr. Warren; Auditors, Mr. J. Day and Mr. J. A. McNaughton.

Frank F. Bunker, who had just been re-elected assistant superintendent of the Seattle schools at a salary of \$3,000 on a two-year contract, has resigned. Mr. Bunker has received an offer of \$3,300 to take a similar position at Los Angeles on a four-year contract. When asked about leaving Seattle he said:

"I will go with Supt. E. C. Moore, of Los Angeles, to Mexico City, Mex., as soon as I can get away without causing any inconvenience to the Board of Education. Superintendent Moore has been asked by the department of Education to deliver a course of lectures on education there, and he has asked me to assist by giving several lectures."

Mr. Bunker, it will be remembered, was one of the few survivors of the ill-fated *Valencia* that went down off Cape Beal in January, 1906.

"Poor homes are the source of nine-tenths of the trouble with boys," said T. L. Lewis, chief probation officer of Cleveland. "And hereafter no boy will be allowed to come from Lancaster until first the home of his parents or guardian has been investigated by this court and certified to be such as will not destroy the effects of the education and care bestowed at the Boys' Industrial Home. To do otherwise is unjust to the State which bears the expense, and is more than an injustice to the boy who is helpless to correct the conditions which he must face."

In connection with the present anti-European disturbances in India, the following editorial comments in the *Indian Journal of Education* are of timely interest:

We may hope for compulsory primary education in the future, but we must not expect it for a long time. We must aid the spread of education, however, recognizing the evils of ignorance and the enormous amount of crime which results from the absence of that self-control and foresight which education alone can instill into those committed to its charge.

An incidental educational service which the N. E. A. performs each year, is making teachers travel.

By holding its meetings now on the Atlantic seaboard, now by the Great Lakes, and now on the Pacific Coast, it has enabled the teachers of the nation to learn something of the real extent of our country, its diversity of resources, and its fertility, wealth, and beauty. There is no class of people who should be more eager to travel and to inform themselves thoroly concerning the United States.

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MRS. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.



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